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ABSTRACT

In Tanzania there is a shortage of books and materials from other countries, local adaptations and translations of these books and materials, and locally written and produced books and materials. The Tengeru National Community Development Training Center and the Rungemba Adult Center at Iringa need books for students and library as well as the provision of a community development manual for teachers; the five Community Development District Training Centers need books and materials; the literacy programs need follow-up books; the professional and general libraries need strengthening; and educational broadcasting needs to be combined, where feasible, with correspondence courses. (Seven appendixes deal with the topics; School Enrollments; Printers; Estimated Cost of UNESCO School Library Project in Tanzania; Bibliographic Aids for National Library; List of Interviews; Imports and Exports of Books; and Bibliographies.) (NL)

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A BOOK DEVELOPMENT PROGRAM FOR TANZANIA

Report and Recommendations

Prepared by Franklin Book Programs, Inc., for the United States Agency for International Development under Contract #AID/csd-465 - Task Order 10.

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TANZANIA

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FOREWORD

The following report is the result of a five-week survey of Kenya and Tanzania beginning in early March, 1966.

The survey team consisted of: Shirley Smith Anderson, former staff member of the African-American Institute and of Franklin Book Programs, and former resident of East Africa; Eunice Blake Bohanon, consultant on children's books, formerly editor at the J.B. Lippincott Company and president of the Children's Book Council; Emerson Brown, vice president of McGraw-Hill Book Company and former president of the American Textbook Publishers Institute; Alden H. Clark, vice president of Franklin Book Programs for Africa (survey leader); George Lenox, associate director of the East-West Center Press, University of Hawaii, Honolulu; Hilary Ng'weno, Franklin director in Nairobi, formerly editor of The Daily Nation, Nairobi; and Dr. John Rensenbrink, associate professor of government at Bowdoin College, until mid-1965 AID education officer in Dar-es-Salaam.

In our work we deliberately adopted a wide-angle definition of the word book to include new forms of instructional materials like charts, posters, tape recordings, maps, and kits. Dr. Rensenbrink accepted primary responsibility for coordinating the investigations and interviews in Tanzania and for drafting this report.

Many experts in many fields contributed to this survey. We have tried to list their names in Appendix E. To them we express our deepest thanks for their time, their interest, and the confidence they share with us in the key role books can play in Tanzania's development.

INTRODUCTION

Tanzania has organized itself well for nation-building and development. During the years since Independence in December, 1961, the government and people have created an overlapping network of agencies and structures designed to engage and direct the vitalities of politicians and civil servants, educators, farmers, and business people in the processes of self-help and national development.

One thinks in the first instance of the Tanganyika African National Union (TANU), the country's only political party, which held a highly successful and significant election in August, 1965. One thinks further of such functional bodies as the National Union of Tanganyika Workers (NUTA); the Cooperative Supply Association of Tanzania (COSATA); the Tanganyika African Parents Association (TAPA), ten years old in April, 1966; the National Service; the Institute of Adult Education; the rapidly expanding structure of development councils at village, district, regional and national levels; the Local Education Authorities; the revamped system of teachers colleges; the Institute of Education at the University College of Dar es Sal'aam; and, finally, such central savings schemes as the National Provident Fund. These and many other examples which might be cited reflect the determination and skill of the Tanzanians in marshalling their own human resources for an effective assault on the problems of poverty, ignorance and disease.

The obstacles are formidable. Tanzania is a country of about 10 million people, divided among approximately 120 tribes, and dispersed in widely separated population concentrations throughout a large territory about the size of France, or 341,150 square miles. Population density is 28 per square mile. Per capita income is not much over $50 per year, and the economy is still largely agricultural and at the subsistence level. The national diet is heavy in carbohydrates and deficient in proteins, calcium and vitamins. Death in early infancy claims 172 out of every 1,000 children, and 400 children in every 1,000 die before the age of 15. Though training programs in health, agriculture, engineering, education, veterinary science and community development have been organized and are developing satisfactorily, the country still suffers from a considerable scarcity of trained manpower.

Communication, transportation, and the distribution of goods are enormously difficult because the country's infrastructure today is inadequate. Furthermore, Tanzania at present must place undue reliance on agricultural crops which are in world surplus, such as sisal, coffee, cotton and tea. For example, the world price of sisal, Tanzania's most important export, dropped from $414.40 per ton in 1963 to $263.20 in 1965. Consequently, Tanzania's present ability to meet local and recurrent costs of development projects is severely limited. Unfortunately the country also lacks mineral resources, except diamonds, which might otherwise help ease this problem. Tanzania needs to discover new markets overseas, to diversify and intensify its agriculture, and to expand as quickly as possible its industrial base, especially in the processing field.

Perhaps as much as any other single experience, the visit of the team to the Community Development Training Center at Handeni (about 100 miles up country from Tanga) opened our eyes to the character of certain needs, as well as to the intensity of local efforts to ameliorate them. Since it opened in December, 1964, this Center has been host to 3,000 Tanzanian citizens from the surrounding areas, young and old, literate and illiterate, men and women. They came to the center usually for one-week training sessions organized deliberately to meet the specific needs of particular groups. Examples are literacy teachers, Village Development Council members, cooperative groups, National Service people, women's groups, multi-racial groups, chairmen and secretaries of TANU branches, shopkeepers, carpenters, and many others. The Center was obviously well organized and the program had able and spirited direction. It was in fact more than a Center: it was a movement of people towards enlightenment, skills and new ways.

A particularly formidable obstacle to nation-building and economic development is the paucity - and in many instances the complete absence - of material for reading, learning, and communication. The organization and the will are there. But lacking are such fundamental tools as books, pamphlets, audio-visual materials, maps, charts, and often even paper upon which to write. This lack was apparent everywhere in schools, libraries, training centers, government offices, places of work and recreation, and private homes.

It was this problem that concerned the survey team during its four weeks in Tanzania in March, 1966. Our aim was to assess needs and priorities and match these as much as possible with ways in which foreign assistance might be most effective.

We conclude that in the area of books useful assistance projects tend to fall into three main categories: a) books and materials from other countries, including the rest of Africa; b) local adaptations and translations of books and materials from other countries; and, c) locally written and produced books and materials. The relative weight given to any of the categories depends partly on the nature of the area one is supporting. For example, the third category, locally written material, is especially crucial for rural training centers, and indeed for the whole of the rural development effort of the Ministries of

Agriculture, Health, and Community Development. New locally produced material is vitally significant to the school system as well as is indeed the charge of the Institute of Education Panels in reforming primary and secondary school curricula.

Nevertheless, the first two categories, imported books and adaptations and translations of foreign books, continue to be very significant, especially for the schools, if only because it will take time to produce good local manuscripts. Adaptations offer an excellent short-cut to developing books that are useful and appropriate, and books from overseas can be very effective if they are strictly selected with a view to their functional and cultural relevance. A common difficulty in the past has been that overseas books, whether purchased or donated, have frequently lacked relevance.

There are several areas of activity for which backstopping is needed immediately, and in all three categories. They are: the newly trained Grade A teachers and upgraded teachers in the primary schools; the panels of the Institute of Education, in their efforts in primary education, in secondary education and in teacher training; the public library system of Tanzania; rural development and literacy follow-up programs; and the system of the Ministry of Community Development. Our specific recommendations are contained in the last chapter of this report.

CHAPTER 1
THE EDUCATIONAL SYSTEM

A. Introduction

The formal educational system of mainland Tanzania is divided into a seven-year primary[1] course, a four-year secondary course, a two-year advanced secondary course, and a three-year university course at the University College of Dar es Salaam.

In addition there are three teacher training programs: a Grade C course of two years for primary leavers which is phasing out; a Grade A course of two years for secondary leavers; and an Education Officer Grade III course of two years which began in 1965 for advanced level secondary leavers. Furthermore, there is an engineering technician course of three years for secondary leavers at Dar Technical College. Secondary technical education now takes place at three centers, Dar Technical, Ifunda (near Iringa), and Moshi. The post-primary craft courses at Moshi Technical are being phased out, though presumably in addition to its secondary technical program Moshi will admit groups of industry trainees for short courses.

Finally, an Institute of Education has been established at the University College of Dar es Salaam. During the past year Institute panels for curricular development covering virtually all phases of primary and secondary education have been organized.

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[1] Consolidation of primary from 8 to 7 years is now taking place. (See Appendix A.)

Membership of a subject panel typically includes a university professor, an expert from the Institute as Chairman, an inspector for the Ministry of Education as secretary, an up-country primary school inspector, one or more tutors in teachers colleges, and one or two primary and secondary school teachers.

Institute of Education personnel participate in the training of B.A. and B.S. education students in the University College. This program began with an intake of 58 in 1964. This increased to 130 in 1965, will rise to 188 this year, and is expected to level off at an annual intake of 200 starting in 1967. It is expected that a thousand will have been graduated by 1972. The graduates of this program will teach in secondary schools and by 1968 will begin rapidly to replace the approximately 700 expatriate teachers who presently account for about 80% of the secondary teaching force. These new teachers also will provide an excellent potential for the development of Tanzanian writers in all fields.

Projected enrollments for the various levels of the formal educational system reveal: (1) that intake at Primary 1 (presently estimated as somewhat less than 50% of the age group) will not be increased substantially during the remainder of this decade; (2) that an effort is being made to achieve a straight run through from Primary 1 to Primary 7 for as many as possible, but that even so the number of those forced to leave school after completing Primary 4 will continue to exceed the number who are able to find places at Primary 5; (3) that the number of Primary 7 leavers will continue greatly to exceed the number of places available in Form 1 secondary; and (4) that both secondary and higher education will continue to receive a high priority since these are the sources of higher level manpower.

The Ministry of Education is the main support of and has major responsibility for the educational system as a whole. It is a co-founder and co-member of the Institute of Education along with the University College of Dar es Salaam and the major teachers colleges. It works in close association with the various voluntary agencies[2] and the Local Education Authorities.[3] Finally, it has close relations with the recently established Unified Teaching Service, a professional body which now includes almost all of the 14,000 teachers, and with the Teachers Section of the National Union of Tanganyika Workers (NUTA).

2. These are Catholic groups associated in the Tanzania Episcopal Conference (TEC), Protestant groups associated in the Christian Council of Tanzania (CCT), and the Aga Khan, Bahora, Muslin groups, and Tanganyika African Parents Association (TAPA).
3. Local Education Authorities are in effect sub-committees of the locally elected and autonomous District Councils. These Councils, now numbering 60, were established on a new basis following the achievement of Independence in December, 1961.

The Ministry of Education, under The Honorable Minister for Education, Mr. Solomon Eliufoo, is administered by the professional staff headed by the Principal Secretary, Mr. Frederick K. Burengelo, and the Chief Education Officer, Mr. Joseph A. Sawe. Under the latter are grouped the various heads of sections, covering Administration and General, Planning, Primary, Secondary, Teacher Training, the Inspectorate, and Technical, though the last named, following the departure of the Unesco technical development expert in October 1965, has been placed in a subsidiary position in the secondary section.

B. Primary

1. Finance

There are 4,374 primary schools in mainland Tanzania. Of these 3,720 are supported by the Government. Recurrent expenses for primary education are met partly by the Ministry of Education, partly by the Local Education Authorities (LEA's), and partly by the payment of fees by the parents.

The aim is to reach a point where Ministry subventions to the LEA's will be no more than 50% of the total required. The fact that already in 1963 the LEA's met approximately 40% of the total public school expenditure in their areas for primary schools[4] testifies to the progress this policy is making. A factor which contributes considerably to the effectiveness of the LEA's is the building up of a cadre of Primary School Inspectors and District Education Officers, appointed by the central government, to work in close conjunction with the LEA's. This provides the basis for national cooperation and cohesion in the Tanzanian educational system consistent with optimum local participation and direction.

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[4] Republic of Tanganyika- Annual Report of the Ministry of Education, 1963. Printed by the Government Printer of Dar es Salaam, 1965.

However, it is widely agreed that primary education is the weakest link in the educational system, and that it suffers from a chronic and serious lack of funds for recurrent expenses. This is perhaps most clearly evident in the amount allocated for equipment and materials. This allocation is supposed to cover all consumable items used in the classroom such as pencils, ink, and paper, as well as all books and learning materials of all kinds, both for pupils and teachers. The figures are Sh.10 ($1.42) per child per year in Primary 1-4; Sh. 25 per child per year in Primary 5-6; and Sh.50 per child in Primary 7. This compares with Sh.150 per student per year at the secondary level, Sh.400 at the advanced secondary level, and Sh.500 per student at the university level (the last for books only).

This is a grave situation for the primary schools. The Five Year Development Plan is holding the line on primary school expansion, and is seeking instead to improve the quality of the schools that already exist. For example, as already indicated, only Grade A teachers are henceforth to be trained for primary schools, and Grade C training is being phased out altogether. This is a major development in Tanzanian education, but efforts such as these to improve primary education must be supported by correlative steps to backstop the teacher (especially the newly trained and newly upgraded teacher) and his pupils with an outpouring of books, handbooks, texts, readers, pamphlets, magazines, kits, charts, pictures, maps, and wherever possible tapes, films, filmstrips and radios. Closely related to the need for materials is the need for adequate storage in the schools to prevent rot and wastage.

It is not for lack of desire or planning that these needs for materials (and storage facilities) are so great. Neither the Ministry of Education nor the local Education Authorities has the financial resources to meet them. The assistance of foreign donors will be required if the primary school bottleneck in books and materials is to be broken.

2. Language

Swahili is the language of instruction from Primary 1 through Primary 5,[5] while English is begun as a subject of study in Primary

[5] Except that in 30 Government schools and a larger number of private schools in the towns, English is the medium of instruction from Primary 1 onwards.

3. Starting with Primary 6, instruction is in English, and Swahili becomes one of the subjects taught.

This emphasis on two languages is a burden on an already overstrained educational system. Furthermore, success for the student at the secondary level hinges in large part on a ready fluency in the English language, and such fluency is not easily acquired under the present system. Yet, on the other hand, one of Tanzania's most precious assets for nation-building and the development of a common culture is the universality of spoken Swahili throughout the country. The schools, therefore, are in a vital position to support and develop this national resource.

It seems, therefore, that a vigorous program for the improvement of both English and Swahili teaching in the primary schools is of fundamental importance to the economic and social development of Tanzania. Both the Ministry of Education and the language panels of the Institute of Education are engaged in efforts to launch such a program. Several points may be noted:

(a) It is anticipated that steps will be taken to improve the class schedules in Primary 1-4 so as to give more time for the learning of English at that level.

(b) Since the present textual materials both in Swahili and English are very traditional in their approach and are not as culturally relevant as they might be, plans are under way to develop new materials in Swahili and to adapt for Tanzanian use the work in English done in Uganda and Kenya. The Institute of Education, with the strong financial support of the Ministry of Education, has embarked on a series of summer workshops in the production of new Swahili materials from Primary 1 onwards. Foreign assistance has been requested for these workshps, the second of which is scheduled to be held in mid-1966 in Dar es Salaam.

English texts presently in use throughout the country are the New Oxford English Series, Books 1-6, begun in Primary 3 and continued at a book per year through Primary 8 (though with consolidation of Primary 7 and 8 only five of the books will be used). One indication of the need to replace these texts by something more suitable is seen in the fact that, though teachers' manuals have been developed for these texts, it has been necessary to put out additional material to assist the teacher in the use of the manuals.

(c) The panels are considering the need to develop pre-reading materials (pre-language picture recognition, elementary manipulative skills and awakening of general powers of perception). It is agreed that this stage should be dealt with entirely through the medium of Swahili. This suggests an area in which foreign assistance could be extremely helpful, i.e., in providing commodity and technical support for the production and distribution of sets of wall pictures in color (with appropriate reference guides and graded question material for the teacher). These wall charts would make a substantial contribution not only to the pre-reading stage but throughout primary education. It is agreed that materials of this kind are essential in enlarging the minds and quickening the intelligence of boys and girls, especially those who live in an isolated and generally impoverished environment.

(d) As a final point on the language side, supplementary reading materials are very clearly needed both in Swahili and in English throughout the primary school years. In most instances the only effective way to achieve this is to produce this material locally in Tanzania, though to a certain extent reading material in English from outside is suitable provided a proper selection is made. The Swahili and English panels of the Institute of Education and the Swahili Institute of Research at University College of Dar es Salaam can be effective instruments in guiding the production of local materials.

However, they and the Ministry of Education officials will require considerable help in putting on writers' conferences, in finding and paying for released time for promising teachers to write, and in finding time from their own already pressing educational responsibilities. They will need assistance especially in such areas as going out to find good writers, giving them close critical and editorial assistance, working with writers both during writers' conferences and on a steady follow-up basis, and providing technical guidance in such areas as design and illustration.

3. Mathematics

The Highway Mathematics Series is mainly used in Tanzania primary schools. A fundamental change is in progress, however, which started with the Entebbe, Uganda conference in 1962 put on by Educational Services Incorporated (ESI), of Watertown, Massachusetts. A series of these Entebbe conferences has produced "new mathematics: materials for Primary 1-6, secondary, and teacher training. The Ministry of Education established a mathematics unit in 1964 which recently has been made a part of the Institute of Education. This unit has begun the task of translating the Entebbe materials into Swahili and of making suitable adaptations to Tanzanian culture and conditions.

Materials for Primary 1 were completed in 1965 and are being introduced on an experimental basis in about 40 schools in 1966. Printing costs are being underwritten by The Macmillan Company (London) for 2,000 pupils' books, 100 teachers' guides, and 100 wall charts. The material will then be revised further in the light of this experience, put in final form, and published for use in as many schools as possible, starting in 1968. The same cycle will be repeated for Primary 2, 3, 4 and perhaps 5. Primary 5 may remain in English, Primary 6 will in any case be in English, and a wholly new Primary 7 text will have to be produced, since Entebbe provided material for only Primary 1-6. Thus within seven years, starting from January, 1968, the primary schools of Tanzania will have new, modern mathematics texts in Swahili.

The mathematics unit is embarked on a bold and far-reaching program. The figures for primary school enrollment given in Appendix A provide an overview of the size of the task. The Unit is led by able and spirited people and the support given by the Ministry of Education is equally able and spirited.

However, the unit needs additional financial assistance for translation, for follow-up work with primary school inspectors, for writing a new Primary 7 text, and for the production of supplementary materials in English and Swahili for teachers and pupils. A start on Swahili materials for teachers has been made by two leading members of the mathematics panel of the Institute of Education.

4. Science

Nature study is generally taught at the Primary 3-4 level. Science instruction begins in Primary 5. The Basil Chaplin Life and Living series of Longmans is used, five books in the three upper primary years. The great lack is the almost complete absence of materials for demonstration and experimentation.

ESI has begun a program in East Africa for the purpose of assisting the Ministry of Education to introduce science study in Primary 1, and of changing the character of the teaching of science to one emphasizing the discovery method and using local materials as much as possible.

The Institute of Education science panels are cooperating with this ESI effort and are engaged in an effort of their own to devise original schemes of work, especially in biology in which the local variation is greatest, for use with the primary level.

The greatest need is for science kits. What could be provided by foreign assistance, working in conjunction with the science panels, is a minimum kit and accompanying reference handbook for every primary school which has a teacher qualified to use them in the classroom.

5. History and Geography

Geography and history are taught starting in Primary 3. F. C. McBain's books, published by Oxford University Press, dominate the geography classrooms through Primary 7. Similarly, in history, works by Philip Clarke (Longmans) and William Dodd (Oxford) on Tanganyika and East Africa are in widespread use. The supply of maps has for some time been a virtual monopoly of the George Phillips publishing firm.

But plans are now under way to develop a new curriculum. It will emphasize themes of development in geography, and in history it will feature local traditions, stories, songs and dances (Primary 4), famous persons (Primary 5), East African history (Primary 6), and as a capstone for Primary 7 a citizenship course concerned with problems of development and nation-building. The History and Geography Panels are at work developing these new courses.

It is clear that in these areas a great task lies ahead. A wide variety of locally written materials, for text and supplemental use, both in English and Swahili, must be produced as quickly as possible. Technical assistance in the form of writers' conferences, released time for authors, and follow- up editorial assistance for authors is urgently needed.

6. Vocational

School gardening schemes acquired a colonialist stigma during pre-independence times and were felt by the Tanzanians to represent efforts by the foreign power to keep them down on the farm.

The question has been raised in new form, however, especially as a result of the fact that 40,000 out of the 46,000 Primary School leavers in 1965 could not find places in secondary school. This caused a sharp debate throughout the country and in Parliament, the press, and the District Councils in the early months of 1965. Pressure is building up for a new approach, one stressing nation-building attitudes and progress through improved agriculture.

It is widely felt that vocational instruction in agriculture is needed, tied in with opportunity for actual student experiment. We feel that this is a subject which requires and will receive careful study in depth, and that out of this will perhaps come a primary school agriculture scheme of work; if so, its success will depend on appropriate written and visual materials. In any case the development of attitudes and skills in agriculture at the primary level will not lead anywhere unless a follow-up program in agriculture is developed for the primary school leaver, preferably on his father's farm.

The work of the Kent State University team in Dar es Salaam from 1962-1965 has had marked effect in introducing vocational health material into the primary school syllabus, and into the Grade A teacher training program. The considerable progress made by the Ministry of Education in promoting the teaching of Domestic Science in the primary schools should also be noted.

7. Primary Four Leaver

Almost as great a problem as that posed by the Primary 7 leavers is the large number of children whose education terminates with Primary 4. A look at the enrollment figures in Appendix A reveals that for every two pupils who finish Primary 4, only one can go on to Primary 5. This situation will persist. In effect this means, as things now stand, that Tanzania is educating less than one-fourth of her children, since less than one-half start primary, and of these fifty per cent attend only the first four years of primary schools. Most of the latter relapse into virtual illiteracy.

Efforts noted above to improve language, mathematics and geography in the first four years, and to introduce science and history, will help to prevent this. But we feel strongly that efforts should be initiated to follow up these Primary 4 leavers with reading material. This is a special problem since neither adult education material as such, nor upper primary school materials, even if it is in Swahili, will hit the mark.

8. Storage

The vital plans and hopes for increasing the flow of materials to primary schools raises the problem of adequate storage. Schools cannot be locked in most cases, nor would the materials be protected against rust and rot even if they could be made secure. This problem has been widely discussed in East Africa; for example, the Nairobi Conference on Teacher Education for East Africa in April, 1965 devoted considerable attention to it. Expert opinion, both and in and out of Ministries of Education, agrees that unless this problem is met it is foolhardy to embark on any program to ease the book bottleneck. Yet so far nothing has been done to supply the large number of steel cabinets so urgently needed.

9. School Libraries

As noted below in the section on libraries, school libraries do not exist in most cases. Where facilities are available, and staff members are able to handle books, foreign assistance could and should provide small school libraries and classroom libraries as widely distributed throughout the country as possible. (See Chapter 2)

10. Summary: Focus for Foreign Assistance

The outlook for primary schools, seen in one way, is bleak in the extreme. Thousands of poorly qualified teachers try to instruct undernourished but eager children under conditions of great isolation, with very little equipment and very little written or visual materials.

Yet seen in another way, the outlook is a dynamic one. The Local Education Authorities, only recently established, are beginning to function effectively. The District Education Officers and Primary School Inspectors have now been closely associated with the LEA's. Teacher training colleges are being consolidated and upgraded so that henceforth only well-qualified teachers

(Grade A) will be coming out to teach in the primary schools. These colleges, numbering eleven, are placed around the country to serve the dispersed concentrations of population and to provide vital follow up and education extension service. Plans are well advanced to revolutionize teaching in all subjects. Finally, Institute of Education panels have been set up for each subject to generate and guide these fundamental changes.

It is furthermore apparent that the paucity of textbooks has been caused more by shortage of funds than by administrative rigidity. There is a readiness at present to offer the teacher and the pupil as much variety as possible appropriate to the learning experience, and to give him suitable alternatives in his choice of materials. The need is to make a comparative abundance of materials available.

The need for foreign assistance, therefore, coincides with a great opportunity to support a reform movement which is already under way. It seems to us that a natural focus for assistance is the newly trained Grade A teacher or newly upgraded teacher in the place where he is posted to teach. Included would be teachers fresh out of college and any primary school teacher who is upgraded from "C" to "B" or "A" to a higher grade. As many as 4,000 teachers in these categories will be added to the primary teaching force in the next four years. These teachers should be given effective backstopping through foreign assistance in the place where they teach, a proposal detailed in the chapter of recommendations.

C. Secondary Schools

1. Finance

There are 78 secondary schools in mainland Tanzania. Appendix A gives the enrollment figures for 1960 to 1969. The chief financial support for all the schools is the Ministry of Education.

The allowance for equipment and materials is Sh. 150 (about $21) per student per year. This represents an increase over recent years and is thought by many in and out of government to be adequate to present needs, though there are also many who feel that it is insufficient. We feel that in the light of the repeated emphasis made to us on the need for supplementary materials in the classroom and for the teacher, the sum of Sh. 150 is quite conservative. We believe that foreign assistance can contribute to the improvement of secondary education by helping to provide better materials in greater volume.

2. Language

English courses in the secondary schools call for approximately thirty titles per year. By contrast, courses in Swahili have only about ten titles available for the entire four years. In spite of the fact that English is the language of instruction, this disparity points up the vital need for books and materials in Swahili at this level. Apparently this need at the secondary school level has never been adequately recognized, the emphasis for Swahili material always having been on simple materials for the primary school and for non-African adults.

As noted above, work has begun by the Swahili Panel on producing text materials for primary school and its intention is to proceed to secondary materials, though lack of personnel is a serious obstacle. However, there are in preparation four supplementary Swahili books for use in secondary schools, made up of Government documents, press releases, vital speeches, B.B.C. material, and some original work. Furthermore, some books have been made available in Swahili by the Russian and Chinese governments, such as a life of Lenin and a geography of China.

Last year, 1965, was the first year that the English Paper of the Cambridge Overseas School Certificate Examination was specifically designed for East Africa. It is estimated that performance of the candidates improved from 10 to 20 percent.

3. Mathematics

Two sets of the "new maths" are currently in experimental use in the secondary schools: the Entebbe Materials in 22 streams, and the Southampton Materials in 9 streams. Presumably a Tanzanian or East African Secondary "new maths" will emerge as a result of adaptations arising from this dual experiment and thereafter introduced from Form I. Supplementary books for teachers and students are badly needed, but these can be books from foreign sources. The Institute Panel is guiding a selection of such books from the United States for secondary schools under the terms of an AID grant.

A Mathematics Association of Tanzania has been formed and a Mathematics Bulletin, whose editor is the Chairman of the Institute of Education Mathematics Panel, now goes out periodically to the membership.

4. Science

The Ministry of Education is currently recommending the use of the materials developed by the Science Teaching Center in Nairobi, Kenya during the past several years with Ford Foundation support. Since the orientation of these materials is urban and, it is felt, lacks sufficient emphasis on the experimental approach, a change to other materials as soon as possible is planned.

For chemistry, the Nuffield materials developed in the U.K. will be used. These require little, if any, adaptation since chemistry is the least culturally conditioned of the sciences. For physics, it is planned also to use the Nuffield Scheme with certain incorporations of the work done by the Canadian Physical Science Study Committee, and with adaptations to local technological conditions.

Biology, however, requires the production of local materials with a rural, agricultural, and tropical focus. The Institute of Education Panel for Biology is making a beginning on this but lacks money, time, personnel, and writing assistance. The intention is to turn out student manuals and teachers' guides. It is felt that a writing team made up of advisors from abroad and local people should be organized, a project of high priority for foreign assistance.

As in mathematics, the science panels are drawing up lists of suitable U.S. science books for secondary schools to be purchased under the terms of an AID grant.

5. History and Geography

In history at the Form I level, students learn about the technical and socioeconomic progress of man as seen in the life of people in various civilizations. Texts used are mostly British and none is considered ideal. In Form II Tanzanian civics is stressed, a widely used text being that by Father Mynenberg of Peramiho (near Sangea) recently published by Oxford University Press. Forms III and IV concentrate on preparation for the certificate examination, which is in two parts, one on East Africa and the other on some aspect of the rest of Africa. Again, British texts are much used.

The general plans of the History Panel are: (a) to break with the course book concept; (b) to introduce instead a range of books, both textual and supplementary; (c) to emphasize, through the production of a series of pamphlet-like books, relevant biographical material, themes of nation-building, and problems of development directly related to the Tanzanian situation (as for example, essays on the jobs men do in Tanzania); and (d) to build towards substantial classroom libraries for the secondary schools which, instead of having 35 copies of one book, might have five copies of each of seven books for class use.

These are important and ambitious plans and will require the assistance of an editor working with the panel for the development of these materials, whether original or adaptations of appropriate foreign material.

Stembridge texts for Forms I to IV published by Oxford University Press dominate the Geography syllabus and presently enjoy a near monopoly in East Africa. It is felt that they should be replaced, not necessarily by a new classroom text or texts, but by a series of monographs locally produced which (a) together with supplementary texts and reference materials can provide the necessary background for the teacher and the student, and (b) are focused on a developmental approach to the study of geography. Again it would seem that the services of an editor either part or full time will be urgently needed.

6. Agriculture

Frequent discussions have taken place in Tanzania during the past several years on the need for an effective agricultural program in secondary schools. As yet the results are meager. Some school farms are growing marketable produce, with almost no direct student participation; at the same time (and sometimes at the same school) a course is taught in agricultural biology which bears no definable or practical relationship to actual farm operations. What is needed is a new approach, somewhat along the lines of the very successful program in Kenya which is financed by AID.

Apparently a similar program will start in Tanzania with AID assistance. If so, the program would benefit from the materials which are being developed in the Kenya program, with appropriate adaptations as needed.

7. School Radio Broadcasting Program

Twenty programs, initiated by the Ministry, are broadcast each week to primary and secondary schools, plus teachers'programs on Saturday morning.

8. Newspaper for Secondary Schools

A current events paper aimed at the secondary school level is much needed. This would contain national and some international news, news of school activities throughout the country, and articles on national holidays, national heroes, and figures of importance in the government. It could contain short stories, verse and contributions from the readers, as well as letters, riddles, puzzles and jokes. It would be circulated through the schools and subscribed to by the schools. That this paper might also have a circulation through adult literacy organizations and in community development centers was a possibility suggested in interviews with these organizations. There would be little or no advertising.

D. Teachers Colleges

1. In General

The government of Tanzania has embarked on a far-reaching program of training thousands of Grade A teachers (Form IV leavers with two years of training) and of upgrading as many as possible of the nine to ten thousand Grade C teachers (Primary 8 leavers with two years of training) now in the primary schools. Grade C training is being phased out altogether and the present five Grade A colleges will be increased to eleven colleges strategically dispersed about the country in accordance with the population concentrations of mainland Tanzania.

Appendix A shows that in the next four years the Ministry of Education plans to turn out 3,360 Grade A teachers and to prepare 1,500 per year by 1970.

2. Content and Method

The various panels of the Institute of Education since their inception last year have become increasingly concerned about the separation in the teachers colleges between the teaching of method on the one hand and the teaching of content on the other. Ground-breaking work has been done on this problem by the Kent State University Team (1962-63) especially in the health syllabus and through the work of the audiovisual expert and his Tanzanian successors in the curriculum at the Dar es Salaam Teachers College.

The tradition is to keep content and method separate, taught in separate periods, to the detriment of both. This duality situation also stretches the class schedule to the breaking point and effectively acts as a barrier to the introduction of a more varied and enriched curriculum. But now the aim is to develop materials in the various subjects which effectively unite method and content for use in the teachers colleges. These are plans for programs to upgrade Grade C teachers' courses in which this new approach and new materials can be tested.

The need, as expressed to us, is for the services of secondary school teachers in various subjects, now in the United States and Canada, who have themselves actively participated in similar educational reform movements. These teachers could be attached to the panels to work closely with them in the production of new teaching materials.

3. Educational Psychology

Research has begun in this important field by the Institute of Education through the participation of university undergraduates in psychology, and there are plans to carry this forward during the next year with selected secondary and primary school children.

This is a new field and much work is needed. As one of the first steps, a book is in development at the Institute which will try to pull together all materials in psychological research with an African setting. The book, when it is produced, will be exceedingly useful for teachers colleges in East Africa, and doubtless elsewhere, including the United States.

4. English Language

A language laboratory for both English and Swahili has been established at the Dar es Salaam Teachers College through help from AID. There is need for electronic equipment (not necessarily a laboratory) in all Grade A teachers colleges both to help the students in the colleges become fluent in spoken English and to increase the effectiveness of the supervisory services in languages provided by the colleges to the teachers in the surrounding areas.

E. Technical

A significant development during the past several years is the growth of a post-secondary technician course in civil, electrical and mechanical engineering lasting three years at Dar es Salaam Technical College. Intake is currently at a rate of about 140 per year.

The curriculum is undergoing fundamental change under the help and guidance provided by a four-man team from California State Polytechnic, an AID financed project. New materials are being developed. The program is aiming at an indigenous Tanzanian diploma.

The overall objective is to create an engineering program which will unite theory and practice, and which will satisfy the requirements of both government and industry for middle level manpower. Since supervisory skills will be needed by the graduates, business management studies and socio-economic theory are also being built into the curriculum.

CHAPTER 2
LIBRARIES IN TANZANIA

A. Background

A rudimentary library service covering the whole of East Africa was provided by the East African Literature Bureau in 1948. In 1959 British Government provided an expert to conduct a survey of library facilities in East Africa. In 1961, as a result of his report, Tanzania accepted the recommendation to establish national library services. In 1963 Parliament approved legislation to establish the Tanganyika Library Service Board, an independent statutory body whose members are appointed by the Ministry of Education. A Director was appointed in 1963 and in 1964 the library service was transferred from the East African Literature Bureau to the Board.

The first item in the development plan is the construction of the Dar es Salaam Central Library. The Five Year (1965-1969) Development Plan calls for both branch libraries and school libraries.

B. Public Libraries

1. Building Program

At present the Public Library is housed in a temporary building. A new building, to cost £100,000 is under construction and until this is ready little can be done to promote the use of the library. Of the library users 60% are Asian, 20% African, 20% European. When the new building is completed it is felt that this ratio will be changed with promotion campaigns and a better geographical location for the African readers.

The central library will contain 80,000 volumes in its first phase and 250,000 in its final phase.

Plans are under way for the opening of five branch libraries. It is intended that these will form the bases for expansion of library service throughout the country by means of sub-libraries, bookmobiles, etc. The Government has allocated £75,000 of the Development Loan from Great Britain for the first phase of branch library development. An interesting sidelight on the use of branch libraries appears in the annual report of the Tanzania Library Service, June, 1965. "In Iringa the library was deliberately opened without advance publicity, it was quickly inundated with readers. In the first six weeks of operation 1483 readers were registered and the queues of people grew to such an extent that the pavements were blocked and police had to be called to control the crowds. Many of the first onrush of readers were children.... in a little over four months the library had 3762 registered readers, of whom 2108 were children and a total of 50,728 books had been issued. The daily issue had risen from 237 in February to 469 in June".

2. Training Program

A highly professional training program for public librarians is being carried on. This is a four-year course at the university level. It consists of one year of in-service training, two years in a library school in the U.K., and one year practice work in Tanzania. Six students are at present in England and seven will be there next year.

3. Book Stock

In December 1965 a physical count of books on the shelves and in circulation of the Dar es Salaam and Iringa libraries produced a figure of 64,370 volumes, excluding thousands awaiting processing. Books in Swahili present special problems since they are produced largely in pamphlet form and must be specially bound in England to make them suitable for library use.

Books are purchased by funds provided by the Government through the Ministry of Education, purchases for 1965-66 being estimated at 12,793. Donations of books were received from the British Council, the English Speaking Union and the British National Book Centre. Periodicals were also among the contributions.

C. School Libraries

1. Primary Schools

At present there are no adequate libraries in any primary schools. In a girls' primary school in Tanga the team was shown the library -- 30 worn, inappropriate volumes. St. Anthony's Primary School in the same city reported a library of 3000 volumes, distributed in classrooms, but these were not in evidence.

2. Secondary Schools

The library situation in this category of schools is better than in the primary, and some schools visited had well-arranged, attractive libraries. The Asumpta secondary school library in Moshi is an example, though the head mistress did not feel that the collection was adequate. The library was heavily used both for reference work and for recreational reading. The Mawenzi Secondary School in the same city reported that many students used the British Council library in spite of inconvenient location and hours of opening. They hope to acquire and combine an upper primary and secondary school library.

Under the direction of the Library Services Mary Tizzard is at present conducting a thorough survey of the school library situation for Unesco.

3. Purchase of Books

Purchases of books for school libraries are made through bookstores, though in some cases we were told that this was not as satisfactory as ordering direct from British agents. Books for secondary schools are paid for from the allowance of Sh. 150 per year per student for all materials. Few schools reported this amount adequate.

4. Training Program

Teacher-librarians at the EO3 level are being trained at the Teachers Training College in Dar es Salaam. This is a three-term optional course.

5. Development Plan

The Tanzania Library Service has prepared an outline for a possible school library service. It states that it will be many years before all secondary schools will have libraries of 3500 or more books, but that immediate steps should be taken to strengthen those libraries where the need is greatest. Criteria that have been established call for a minimum of 3500 books per secondary and 1000 per primary school.

The estimate of the cost of this operation over a period of five years for primary schools in the Coast Region and for secondary schools in Coast and Tanga regions is included in Appendix C.

6. Needs of School Libraries

The most obvious need for the school libraries is books of all kinds. Reference books, bibliographic tools, supplementary books related to the curriculum, periodicals, books in both Swahili and English with an African orientation. This last need was mentioned in every school we visited. Books on science, again with an African slant, were requested, as were local histories and stories about historical and contemporary Tanzania. Virtually all books for recreational reading are imported and many have little interest for children who read them.

A weekly or monthly newspaper which would be produced in Tanzania and which would be similar to Scholastic, and other school magazines in the U.S.A., was felt to be a real need. It was also stated that a collection of professional books for teachers would be a valuable strengthening of the school library.

In spite of the great need for books, both Dr. Palmeri of the Teachers Training College and Mr. Broome, director of Library Services, felt that it would be a mistake to oversupply the schools with books until there were enough trained personnel and adequate housing for them. The training of librarians and teacher-librarians and the provision of library equipment must advance in step with increasing size of library collections.

D. Special Libraries

1. University College Library

This library has at present 45,000 volumes and has a seating capacity of 600 readers. Volumes are being added each year in quantities of from 12,000 to 15,000. On order at present are approximately 20,000 books. The U.S.A. made a contribution to the library of $30,000 when it opened, half of which was spent for periodicals. A further $30,000 was received from Unesco. Australia donated 300 titles, Canada 400. Books on sociology and economics were received from France and books on science from Germany. Approximately 30 books from China are largely of propaganda nature. A few science books have come from Russia.

Books are ordered through a London agent, except for textbooks which are bought by the Dean of Students through the Dar es Salaam Bookshop. There is an allowance of from £25 to £30 per student per year.

A beginning of recreational libraries has been made in the student halls.

Some needs of the University College Library are evident: facilities to seat more students as enrollments rise from 700 at present to anticipated 1432 in 1969; strengthening of collections in history, literature and art; multiple copies of textbooks; a university bookstore.

2. Institute of Adult Education Library

When the present librarian took over in 1966 there were 3000 volumes in the library, most of which were found unsuitable and were eliminated. A grant of $30,000 was received from AID for the purchase of 5,000 volumes. This had to be taken up in four weeks which did not give the librarian enough time to make the careful selection that she had wished to make. One quarter of this money was spent on American books on adult education.

The Director of the Institute believes that a collection of professional books on adult education and students books used in this field would be invaluable to the Institute. A newspaper to be distributed by the Institute was described as another need. Easy-to-read, high interest level books on a wide variety of subjects both in Swahili and English are needed for the library. In order to insure relevance it was suggested that a survey of rural reading habits be made under the supervision of an expert to be provided. The Institute could provide field workers.

The librarian felt a need for more books in Swahili for the students. She mentioned the popularity of the poetry of Mnynam Pala, the Tanzanian poet, as an example of the readers' enthusiasm for indigenous writing.

3. Community Development Libraries

The organizer of adult education in community development described the plan for libraries in the five village community centers now functioning and in the 12 under construction. The National Community Training Centre in Tenegeru was visited. Here there was a library with a librarian. The books had been partially supplied by AID and represented American books on community development as well as books for recreational and general reading. At the training center in Hendeni, where in the course of a year 2000 people attend classes in community development, there were no books or materials of any kind.

Books are needed in the rural community centers geared to the vocabulary level of the readers and aimed at this predominantly agricultural interest. Urban centers also need simple vocabulary books with appropriate subject matter.

The books in the National Community Training Centre are loaned to training centers throughout the country and more duplicate copies are needed for this purpose. The librarian expressed a need for more localized textbooks and more reference materials. Further, a book of excerpts dealing with Tanzania selected from many existing publications is urgently needed here and in other centers in the country.

4. Teachers College Libraries

When the present librarian of Dar es Salaam Teachers College took office in 1962 the library collection contained 5000 volumes, many of which were useless. There are now 24,000 volumes in the library, largely purchased through AID support under a contract with Kent State University. A contribution of $20,000, with a further $5,000, was made by the United States, and $8,000 by U.K. An additional $55,000 of AID money was spent for collections for the six teachers college libraries in the other parts of the country. The teacher-librarian training carried on here was described earlier in this report.

Of the six teachers college libraries formerly in the program, St. Andrew's at Korogue has been dropped since it is not a Grade A institution and has only a part-time librarian. The other five use centralized book ordering services provided by the library at the Teachers College at Dar es Salaam. Each has a library-assistant. Their collections range from 3000 to 5000 volumes. Under the Kent State program they have each been receiving 10-11 periodicals.

5. Library of Ministry of Agriculture

This library was described as still in the embryonic state. The plan is to move to Morogoro, creating a collection of 10,000 volumes which cannot be contained in the present temporary facilities. At present the library contains 750 volumes, with 750 more on order. A grant of $30,000 has been received from USAID for books and teaching aids, 80% of which will be used for books. There is a librarian with some training in charge.

African oriented textbooks on agricultural subjects are not available. The U.K. texts are out of date and the U.S.A. books have limited application to Tanzania.

6. Technical College Library

This library is apparently in a state of reorganization of both staff and contents. A new librarian is expected. In the meantime technical magazaines, films and general books in this field are needed.

7. Moshi Technical Secondary School Library

This library has a collection of 3,000 volumes. Because craft courses are being dropped and the emphasis is being placed on secondary technical education, many books in its collection are no longer suitable and others are urgently needed. Need was also expressed for full-time librarian so that the library, now open only at night, could be used during the day.

8. Public Health and Medical Library

This library is housed in the Muhimbili Hospital. The reading room seems well supplied with periodicals and reference books. Kits of posters and hand books for public health instruction are being prepared in a rather primitive workshop but the results of the work seem effective.

9. NUTA Library

This library is largely made up of donated books from Canada, many of them out of date. The education officer acts as librarian and with the help of Peace Corps workers is trying to weed out the useless books and catalogue and shelve those that are appropriate.

10. British Council Libraries

This agency has three libraries which supplement the Tanzanian Library Service. Through the Hill Bounty Scheme it has donated £50 to £60 of books to 20 to 25 school libraries in the Dar es Salaam area. Cheap editions of standard texts have gone to the university and periodicals to the value of £1200. The need for recreational libraires in school dormitories was suggested.

CHAPTER 3

RURAL DEVELOPMENT AND ADULT EDUCATION

A. Towards Functional Literacy: Organization and Purpose

Illiteracy may be as high as 80% among adult males in Tanzania and 89% among females. Though primary education and literacy campaigns during the past four years have definitely reduced these percentages, nevertheless they remain very high. As of December 1965, over 600,000 adults have been involved in 9, 856 literacy classes. Of these adults, 75% have been women.

A new effort is currently under way as part of the Five Year Development Plan to put adult education on a sound organizational basis and to give it maximum functional and cultural relevance. [1]

On the organizational side it has been decided to employ to the fullest the pyramidal structure of Development Committees stretching from the local level (including village, urban ward and plantation committees) to the district and regional levels. As part of these committees, advisory committees on literacy and adult education will function. The aim is to establish centers in each of the 7,300 villages and special centers for urban wards and plantations, and to expand the present five District Centers to 60, or one for each District (of which seven are being established now).

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1. We are greatly indebted in this part of the report to a pamphlet written by Mr. J.M. Rutashobya of the Ministry of Community Development and National Culture on the "Adult Education Programme in Tanzania." The views we express, however, are our own.

A correlative aim is to achieve full participation and coordination of the efforts and activities of all government departments at the various levels (agriculture, health, labor and community development) and of public and private voluntary associations, such as trade unions, cooperative societies, and religious bodies. At the national level overall administration is provided by the Division of Community Development of the Ministry of Community Development and National Culture. However, the efforts of this Division are assisted by and operate within an interdepartmental framework provided by the National Advisory Committee on Adult Education, composed of representatives of the concerned Ministries, such as Education, Local Government, Health, Agriculture, Industries, Commerce and Cooperatives, Labor, Information; and of representatives drawn from the Institute of Adult Education, the voluntary agencies, NUTA, TANU, UWT, Employers Associations, Kivukoni College, East African Literature Bureau, Tanzania Library Services, Tanzania Red Cross Association, and Tanzania Education Trust.

Furthermore, training of leadership cadres for the massive rural, district, and regional programs is conducted at the Community Development Training Center in Tengeru (near Arusha), Kivukoni College near Dar es Salaam, Rungemba College near Iringa, the Nusoma Training Center for Women and Girls, and the Institute of Adult Education of the University College of Dar es Salaam.

The purpose of this ambitious organization and great effort is to produce a national program of literacy which (a) goes beyond basic reading and writing skills to a continuing development of these skills in work, play, and political participation; (b) is closely linked with agricultural vocational training, health, sanitation, and home economics; (c) develops basic vocabularies for agricultural practices currently known and used. The whole program points toward crop and animal husbandry, cash crops, cooperative societies, etc., and toward economic and social development of the area.

The Ministry of Community Development and National Culture has applied to the United Nations Special Fund for assistance in a work-oriented literacy project in the Lake Victoria area involving the four regions of Mwanza, Musoma, West Lake and Shinyanga. It is expected that the project will be approved, and if so, it will give a great boost to Tanzania's new programs for rural development and adult education.

B. Primers and Follow-up Literacy Materials

Thus far the literacy program has used an old-fashioned version of Twende Tusome ("Let's Read") which comprised two primers, and which together with a pencil was put into a kit and distributed by the Tanzanian Bookshop for Sh. 2 (28 cents U.S.).

Twende Tusome is undergoing radical revision and will henceforth comprise three graded primers based on vocabulary already in use and geared to agriculture. It will be distributed directly through the District Councils and, it is hoped, will sell for Sh. 1.50 (21 cents U.S.).

Follow-up literacy materials do exist, but use vocabulary not necessarily related to what is taught by the primers, and are culturally and functionally wide of the mark. A whole new effort must be made to develop a range of good, easy to read, interesting, and functionally relevant follow-up materials aimed at a wide variety of audiences and written at many different levels of comprehension. These materials should be available for the average citizen who has achieved literacy, should be placed in village, urban, and plantation centers and District Training Centers, and should also be made available to the national and local offices and such centers as NUTA, TANU, UWT, cooperative societies, and the voluntary agencies.

Though a considerable market will develop in these materials over the years and they will become in time commercially attractive opportunities, initially the impetus must be given through government action and technical assistance. The Institute of Adult Education might be given central charge of this task and a special unit established under the purview of its Publications Committee, working in close cooperation with the Ministry of Community Development and National Culture and with the National Advisory Committee on Adult Education.

C. Agricultural and Health Education Programs

1. The publicity section of the Ministry of Agriculture, Forestry and Wild Life has developed a very active program, though some of its limitations in printing and design are tabulated in the Appendix.

The section publishes a monthly magazine, Ukulima Wa Kisasa ("Modern Farming"). This publication has been published for ten years and has improved steadily both in quality and in circulation. The number of subscriptions has now reached 32,000 and since it is estimated that each copy reaches four readers on an average, it can safely be said to be the largest single publication in the country and the only one which effectively reaches into the village and the farm. It sells for thirty cents East African a copy, or about four cents U.S., and carries advertising. Correspondents for the magazine are located in each Region. Response from the readers is very large, numbering in the thousands. The magazine emphasizes practical help for the farmer and attempts to introduce him to modern techniques in agriculture.

Leaflets, pamphlets and other materials are also produced by the publicity section of the Agriculture Ministy. These are sometimes of indifferent quality, but the quantity is considerable, several hundred thousand pieces having been produced in the past year.

The book situation is less encouraging. The libraries at the Tengeru and Ukiriguru Training Centers (numbering 4,500 and 3,000 volumes respectively), though supported to a certain extent by donations from West Germany, the United Kingdom, and USAID, are not particularly well supplied with relevant books. Meanwhile the library at the new Morogoro Agricultural College is being built up by a USAID grant with the advice of experts from the University of West Virginia.

Students in training at these centers have insufficient books and when they leave to take up their posts they typically have no books or materials at all for reference. Either they should be provided with their own small collections of reference books upon graduation, or selections of books should be made available in Regional and District offices and/or in Farm Training Centers.

2. The Health Department makes full use of Ukulima Wa Kisasa to convey health information and advice to the people. They also use 13 national and local magazines and periodicals throughout the country for this purpose. The Health Education Unit, with help from the Rockefeller Foundation and UNICEF, has made and distributed 2,000 kits containing health education materials. Posters, pamphlets, and circulars of all kinds have been made for distribution to dispensaries, training centers, schools, and dis-

trict health offices. The Nutrition Unit has produced and distributed a manual on nutrition for wide distribution. An East African Medical Journal is published, but it suffers from lack of finances and from the absence of advertising. The library at the medical center is small but fairly good, containing many American books, but many more books are required to provide an effective service for the substantial five year medical training program now in progress.

D. Activities of Public Associations

1. National Union of Tanzania Workers, NUTA

The Union has six sections: teachers, local and central government workers, hotel and domestic workers, general workers (industry and transport), agricultural workers, and the EACSO and dock workers. There are also Directorates such as the Education Department, Publicity and International Affairs, and Welfare and Culture.

At present the Union has 220,000 paid up members. There are plans to conduct extensive adult education activities among groups of workers in many of the sections, especially among the general, dock, and agricultural workers in coordination with the Ministry of Community Development. It is felt, for example, that an effective program can be mounted for workers on plantations, some of whom number 1,000 members or more.

NUTA has established a library, though it is not yet completed. The books there now are mostly irrelevant to the needs of the organization, having been donated from organizations in other countries, including Canada and Russia. Many are battered, out of date, or relate to a culture remote from needs the library is designed to serve. The library needs a considerable but carefully selected number of books and pamphlets.

In mid-March, 1966, it was announced that the German Democratic Republic would support the adult education program of NUTA.

2. Tanganyika African Parents Association (TAPA)

TAPA was ten years old on April 6, 1966. It now has 50,000 members, each of whom paid a Sh. 2 entrance fee and pays monthly dues of 50 cents East African. It has four people in the headquarters staff in Dar es Salaam and is organized throughout the country through regional, district, and local secretaries.

TAPA has established 244 primary schools, each of which is registered with the Ministry of Education. An estimated 1,000 more are applying for registration.

3. Umoja Wa Wanawake Tanzania (UWT)

This women's organization depends almost wholly on volunteers. It has one paid secretary. It has little if any money, but even so does manage to conduct classes in child care and domestic science. It has branches in all areas of the country and use is made of community centers, or training centers, or prayer meeting houses, as the case may be. A handbook has been mimeographed which has been widely distributed to volunteer workers around the country. The organization wants, and we believe would greatly benefit from its own magazine.

4. Voluntary Agencies

These are religious bodies -- Protestant, Catholic, Muslim, Aga Khan -- which are very active throughout the country in education and book development. They cooperate extensively with other groups and government agencies. Both the Catholics and Protestants have bookstores and printing plants and publish a great number and variety of materials.

5. Kivukoni College

This adult education center in Dar es Salaam occupies an important place in the educational development of Tanzanian citizens. It concentrates mostly on the training of middle-level government, party and trade union personnel. Thus far teaching has been conducted in English, but there are plans to embark on a full scale program in Swahili as soon as teachers become available. This will make it possible to reach people at lower levels as well and should eventually lead to the production of relevant original materials in Swahili for a new audience.

Thus far the staff has produced material in English, published by the East African Publishing House in Nairobi. The college turns

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out a monthly magazine, Mbioni ("On the Move") which has a circulation of about 1500 copies per month and which is printed by the Tanganyika Standard. It runs to about 32 pages and the cost per issue is in the neighborhood of Sh. 1000 ($140).

Reference and student books and materials from overseas and other African countries are needed.

6. Institute of Adult Education in downtown Dar es Salaam, and at the University College of Dar es Salaam.

The basic activities of the Institute are research, the training of teachers, and the production of materials, as well as the organization of adult education classes in Dar es Salaam and up-country. As indicated previously, a general library for the students has been established, as well as a library of professional books for research purposes.

The following table shows enrollments during the last four terms:

Term	No.of Classes	Total Enrollment	Average Attendance
Sept.-Dec. 1964	46	1617	950
Jan.-April 1965	54	1442	947
May - July 1965	52	1366	822
Sept.- Dec 1965	59	1608	N.A.

Enrollment at three centers up-country in the most recent term totalled 654 in 33 classes.

Materials are being developed by the teachers as they teach their courses and some have been mimeographed for wider distribution.

Support will probably be received from Sweden: two writers and editors, two lecturers and four up-country tutors will be provided.

Earlier it was suggested that the Institute, now that it has established a publications committee, might be ideally equipped to guide the production of literacy follow-up materials. The above sustained Swedish assistance should promote this development. Furthermore, a survey of rural book habits, and the provision of an expert in this field to direct such a survey, would greatly contribute to making the overall program a success.

7. Dar es Salaam Technical College Evening Program

The number enrolled in this program is now approximately 1700. The major problems are a lack of books for the students and the difficulty in getting good teachers, due partly to the fact that the Institute of Adult Education can pay Sh. 30 per hour, and Dar Technical only Sh. 20.

E. Special Note on School Leavers

Primary 4 leavers constitute a particularly important group of literates who require follow-up, but for whom nothing at present is designed in the way of reading materials. Conceivably materials for them could be produced through the Publications Committee of the Institute of Adult Education in cooperation with Community Development and the Ministry of Education.

Similarly, the Primary 7 leaver needs immediate follow-up. Materials for him can be both in English and Swahili but should be carefully designed for his situation. Ideally materials for him should relate to new techniques in farming which he could initiate on his father's farm, a program that would require the active encouragement of community development and farm extension workers.

F. Summary of Needs

1. The Tengeru National Community Development Training Center and the Rungemba Adult Education Center at Iringa need books for students and library as well as the provision of a community development manual for the teacher. Similarly the students and libraries at Ukiriguru and Tengeru farm training centers need books and materials.

2. The five Community Development District Training Centers need books and materials, both in English and Swahili, and where possible simple electronic equipment.

3. Literacy follow-up books and materials and, in the case of school leavers, primary education follow-up materials are needed in large numbers, pitched at many different levels. A correlative need is for research on rural habits. And finally, selections of adult literacy and adult literature materials from overseas and other African countries should be made available to the research center as possible models for new and adapted books and pamphlets.

4. The professional and general libraries at the Institute of Adult Education and Kivukoni need strengthening.

5. Educational broadcasting should be combined, where feasible, with correspondence courses for various groups of people such as Grade C teachers, or primary 7 leavers, or regional and district

officers.

It seems to us that sufficient investigation has been made of various possibilities in this direction (e.g. by Wilbur Schramm et al in 1964 and a University of Wisconsin team in 1965), and that the time is now ripe for an experimental project. Perhaps the AID authorized project for a radio-correspondence course for Grade C teachers could find an effective home in the Institute of Adult Education. The things that could be learned from such an experiment are of utmost importance to the development of similar programs on a broad front of adult education.

CHAPTER 4

PUBLISHERS, PUBLISHING AND PRINTING IN TANZANIA

A. Publishing Organizations

The bulk of book activity in Tanzania today is in primary school textbooks, a field dominated by British publishing houses. Oxford University Press, whose New Oxford English course is used throughout the country, and Longman's, whose arithmetic series in Swahili is standard, are particularly strong. Other British houses with long experience in Tanzania are Macmillan, Nelson, Evans Brothers, and George Phillips.

Oxford maintains a large office in Nairobi that is in fact the East Africa branch of the organization. It warehouses there and distributes from there Oxford University Press books for the whole region, and in addition has its own locally based editorial and production staff.

Longmans has recently created separate organizations in each of the East African countries, and in late 1965 President Nyerere himself dedicated the new offices in Arusha of Longmans of Tanzania, Ltd. This new firm has its own director, warehouse, and sales staff. Further, it plays an active role in the printing of its titles needed for the Tanzanian market, through an arrangement with Tanzania Litho, Ltd., on adjoining premises. It maintains a local editor to develop Tanzanian manuscripts and authors.

The East Africa Literature Bureau maintains its headquarters in Nairobi, with the East Africa Common Services Organization, but has an office in Dar es Salaam with its own Tanzanian book production officer and publishing program. In recent years this Tanzanian branch has brought out several new books annually, mainly in Swahili; in 1964-1965, for instance, it brought out the sixth in a series of Swahili classics developed by the Institute of Swahili Research (now incorporated into the Faculty of Linguistics of University College, Dar es Salaam) and a Swahili version of the English title, Knitting Made Easy. It also judges all Swahili entries in the East African Creative Writing Competition. More and more, however, the whole Bureau, including the Tanzanian branch, has been devoting its attention to the crucial field of adult literacy. By 1964-1965, 150,000 copies of Twende Tusome Book I ("Let's Read") had been printed, 130,000 of Book II, 25,000 of Book III, and 10,000 of Book IV. The direction of the Dar es Salaam branch is keenly interested in encouraging writing for new adult literates.

Some publishing activity, minor in scale, is carried on by missions, as for instance the TMP in Tabora.

The most significant development at the present time, however, is the contemplated joint venture between the National Development Corporation (Government) and the Macmillan Company in creating a new, Tanzanian book publishing firm. Although details have not been formally announced, certain reports have been in common circulation: that majority capital and proprietorship will be Tanzanian; that Macmillan will backstop the new venture with its expertise in publishing and will carry considerable weight in a management committee that will direct the firm for its first five years; that an option is set up whereby after five years NDC can gradually acquire Macmillan shares if it wishes; that the focus of attention of the new firm will be on primary school texts; that there is no intention nor desire to create an exclusive monopoly. There is every expectation that the negotiations will succeed, creating a first, powerfully supported, Tanzanian- controlled book publishing firm.

The Mwananchi Publishing Company, it is expected, will be reorganized into distinct units recognizing its two major activities -- newspaper publishing (The Nationalist and Uhuru) on the one hand and job printing on the other. The idea of book publishing has been considered by Mwananchi in the past and could well be revived in the future, after the exact nature of the National Development Corporation — Macmillan joint enterprise has been clarified.

B. Local Capability

With Oxford, Longmans, and other British firms solidly established in Tanzania and in vigorous competition with each other developing books for the Tanzanian market, and with Macmillan in the process of helping to create and backstop a new local publishing firm, there already exists an impressive publishing capability on the scene. It is not necessary to try to discuss here the role of the expatriate publishing firm in the future, a question fraught with political considerations. It seems clear, however, that Tanzania will need the efforts of these expatriate houses for a long time in the future. And it seems equally clear that the gradual trend will be toward publishing by Tanzania interests, especially in primary school subjects. This being the case, it is of interest to note the extent to which Tanzanian publishing skills exist and are likely to develop.

Mr. Juma Ali is book production officer of the Tanzania branch of the East Africa Literature Bureau. Mr. Temba is experienced as sales representative for Macmillan, and Mr. Moshi, formerly sales representative for Longmans, has assumed direct responsibility for all trade relations for the firm. Both Dar es Salaam Book Shop and Cathedral Book Shop have Tanzanians in responsible top management positions, Mr. Theobald of the latter having participated in a four-month training course in bookselling in the U.K. Mr. Mhaike of the Ministry of Education is involved in front-line editorial work as Book Officer, dealing with manuscripts submitted by teachers from all over Tanzania for Ministry consideration. One Tanzanian has participated in the full year training program for publishers conducted in the U.K., and one in the six-week publishing seminar held by Franklin Book Programs in New York. It is clear that if Tanzania book publishing interests are going to develop, personnel to man them will be acutely needed.

Similarly there is a desperate shortage of experienced authors and qualified writers like Kwaruka, who did The History and Customs of the Zaramo People for Macmillan, and Nsekela's Minaria Ya Historia Ya Tanganyika published by Longmans of Tanzania. Programs will be urgently desired in the future to discover talented writers and to encourage them.

C. Book Distribution

At the primary school level, which accounts for probably three-quarters of the volume of book sales today in Tanzania, or an estimated £750,000, book selections are made by the Chief Education Officer on the advice of the appropriate panels; requests for bids on these books are drawn up by each District Education Officer according to his needs and his budget, and he then awards the contract to a dealer. Kanti and Dar es Salaam Book Shop are the most aggressive and reputable of the dealers soliciting this primary school business, but there are a host of others to supply specific books. Credit problems are so acute with these "dealers" that the Tanganyika Standard has withdrawn from the field of primary school books, and Dar es Salaam Book Shop has suffered grave losses. All orders must go through a dealer; neither a District Education Officer for the primary school level, nor a principal at the secondary school level, can order books directly from the publisher.

At the secondary school level, business is estimated to be £150,000 and is conducted in the businesslike manner one wants to associate with educational materials. Publishers solicit business directly from schools and colleges by mail and personal calls of representatives.

The total business in general books is insignificant, perhaps £150,000 annually, it is estimated. The books are all importations, overwhelmingly from the U.K., and the customers are mainly European and Asians.

For all books sold in Tanzania, the usual practice is to mark up the publisher's original list price, from 15% - 20% for school books and higher-priced general books to 40% for paperbacks.

The Tanzanian Standard Book Shop is the sole distributor of Time and Life (combined total circulation about 5000, subscription and news stand). Reader's Digest has a circulation of about 2500.

The Tanganyika Book Shop carries Russian and Chinese books. Most of these are propagandistic, but some are children's books in Swahili, well illustrated and produced and selling for 10¢ - 15¢ U.S.

Unesco is making possible an interesting experiment to begin in July, through a grant for the purpose from Sweden. A bookmobile is being presented to each of the three countries, to operate under the direction of the Literature Bureau. In some section of the country yet to be definitely selected, the bookmobile will circulate in small villages, selling books itself and even more importantly trying to assist in the opening up of new book-selling stalls. It is not yet known how many books the bookmobile will carry, or of what type. Though vehicle, driver-attendant, and maintenance for both are provided for three years by the grant, it is unfortunate that there is no provision whatsoever for the adventurous credit policy (and losses stemming therefrom), that would seem essential to achieve the laudable objective of new, additional sales outlets for books.

D. Copyright

A new, Tanzanian copyright law is said to be in preparation, presumably modeled on the new Kenyan law (which in turn was based on the Ghanaian law). In the meantime, Tanzania is operating under a 1952 U.K. law.

E. Duty

There is no duty on paper between 15 grams and 85 grams in weight.

F. Printing

Besides the local, small, Asian-owned print shops which specialize in job printing, Tanzania has at least four or five plants of significance to book manufacturing. In the brief descriptions of two commercial plants, two government-sponsored organizations, and a religious press (see Appendix B), several interesting conclusions appear:

1) There is printing equipment available within the country to meet the growing needs of the education community, though replacement pieces and binding equipment will be necessary in the future.

2) Skilled manpower is available to operate this equipment, though it is not wholly African manpower.

3) In order for Tanzania to develop an indigenous graphic arts industry with real book production capability, it should select and train qualified individuals in the theory and practice of printing graphic design and illustration.

In the two commercial printing plants, Tanganyika Standard in Dar es Salaam and Tanzania Litho Ltd. in Arusha, there can be found equipment capable of printing educational books in great quantities -- sufficient to supply all of the country's educational needs. More important, though, is the fact that also available are the production know-how, the manipulative skills, and the competitive willingness to expand to meet demands. Both organizations are owned and operated by interests outside of Tanzania, although they do employ many Africans.

The two government-sponsored organizations, on the other hand, have not been able to develop real ability to produce work of quality in sufficient quantity. As indicated in the appendix, the Mwananchi Printing Department is not yet operating efficiently.

Immediate book needs notwithstanding, one of the major problems confronting indigenous publishing and graphic arts in Tanzania is the need to create a group of technical and administrative people who are able to develop and sustain an active, viable enterprise. Some training is being done within the printing plants themselves, but this effort is spotty and deficient in terms of real development.

Also, there is presently being prepared by the African-American Labor Center in New York and sponsored jointly with the German labor movement, a proposal for a printing training program at Kenya Polytechnical Institute. This program would consist of one year of intensive training in composition and presswork, following and preceding two years' apprenticeship in a printing plant. The student group will be made up of twelve from Kenya, and six each from Uganda and Tanzania. There are forty-one applicants to date and there is every indication that the program may begin in September, 1966.

CHAPTER 5

BOOK ACTIVITIES OF FOREIGN GOVERNMENTS, MULTILATERAL AGENCIES AND FOUNDATIONS

A. Unesco and the Special Fund

Approval is expected for a Special Fund project for the Ministry of Community Development and National Culture in four regions of Tanzania in the Lake Victoria area. U.N. support will include up to ten literacy experts; fellowship grants to train Tanzanians in literacy work; teaching equipment; printing equipment for a publication unit; equipment for an audio-visual aids center in Dar es Salaam which it is hoped will develop into a National Audio-visual Production Center (and for which substantial assistance is being sought from AID); a mobile construction field unit for each of the four regions; and a basic reference library for each of the four regions.

Another project which Unesco may support is a pilot scheme whose aim is to supply ten books per child in each secondary school and to place 1,000 books in the upper primary schools of 3 selected regions.

Thanks to a Swedish gift through Unesco there will shortly be in operation a bookmobile which will carry books for sale to up-country areas and will endeavor to open new sales outlets for books.

B. United Kingdom

The U.K. has given considerable support in this area. A major example is capital for the building of the Central Library of the Tanganyika Library Services and for the building of five up-country branches. Also they have supported libraries in the secondary schools and the Univeristy College of Dar es Salaam.

C. China

The People's Republic of China has made children's books available in very cheap editions in Swahili, which are beautifully illustrated and of fairly high quality, though their cultural relevance leaves something to be desired. They have also developed a well-designed, but somewhat propagandistic, pictorial magazine in Swahili about China which sells in Dar es Salaam for 50 cents East African (about 7 cents U.S.A.). More recently, in March, 1966, China presented the University College of Dar es Salaam with a check for $84,000. Eight hundred books were promised, many of them by Chinese authors. Additional educational equipment to the extent of $30,000 was also promised. Part of the first check, the college authorities announced, would be used for a bookstore.

D. German Democratic Republic

A gift of mobile school equipment worth about $28,000 from the Confederation of Free Trade Unions was presented in March, 1966, to the National Union of Tanganyika Workers for their adult education campaign. This included a truck, radio equipment, 4000 books, a projector and tape recorders, a self-powered supply station, 30 canvas cots, and three tents.

E. African American Institute

Through its Books for Africa program this organization has distributed in Tanzania 30,000 books, largely texts, selected by the secondary schools from a list sent out by the Institute. The collection and selection of books was made by volunteers in the U.S.A. The selection was good and it was an effective program while it lasted but the program had to be discontinued because of lack of paid staff and lack of money to pay transportation.

F. USIA

This agency has distributed from 10,000 to 12,000 books of various types throughout Tanzania. These books were selected from collections compiled in Washington from various sources such as the Dead Letter Office, Children's Book Council Book Fair Books, etc.

G. Individual Programs

Individuals from the Peace Corps and Teachers for East Africa have conducted their own book donation programs, in many cases very successfully. For instance, a T.E.A. teacher in the Mzumbe Secondary School was responsible for bringing in 60,000 shillings' worth (about $9,000) of social studies and science books through contacts in Detroit, Michigan.

H. Canada

For each East African country, the Canadian government has given $5,000 to be used for books. Tanzania has used half for the University College of Dar es Salaam and half for the Tanzania Library Services.

Through the Canadian External Affairs Program, university libraries in East Africa have been given depository status. A list of government-produced documents is sent to the librarians every two weeks from which they can select what they want.

As mentioned previously, Canada has donated paper through the East Africa Common Services Organization to the East Africa Literature Bureau for the production of adult literacy materials -- 50 tons for Uganda and 30 for Kenya. There is now under consideration a request for an additional 80 tons.

The Overseas Institute of Canada (non-governmental) has been instrumental in sending mostly used books to foreign countries, including those to East Africa. About 50,000 volumes were distributed in 1962 and the program seems to be gaining momentum. Most of the books appear to be of poor quality and largely irrelevant to East African conditions and needs.

I. USAID

Under the Kent State contract in teacher training, the West

Virginia contract in agriculture, the California State Polytechnic contract in technical education, and the Teachers College, Columbia University contract at the Institute of Education, AID has made over $100,000 in books and materials available to Tanzanian institutions. Community Development has also had some books made available from AID for its training center at Tengeru.

Beyond this, AID has supplied $30,000 in books to the Institute of Adult Education and an equal amount to the library at the University College of Dar es Salaam. Furthermore, AID is currently supplying $30,000 for sets of books to each of the major secondary schools and teachers colleges of Tanzania, plus $11,500 for typewriters to certain secondary schools.

Through its capital loan program, AID has financed the construction of the new libraries at University College of Dar es Salaam, the Dar es Salaam Teachers College, and the Morogoro Agriculture College.

Finally, AID has contributed small development libraries to the Ministry of Development Planning, the University College of Dar es Salaam, and the Dar es Salaam Technical College. USAID's own mission library now numbers approximately 750 books.

Two AID financed projects of considerable importance to the development of locally produced books and materials are (a) the

California State Polytechnic project at Dar es Salaam Technical College and (b) the three experts at the Institute of Education under the auspices of Teachers College, Columbia University -- one each in mathematics, science and teaching methods.

Both projects are involved in the production of original materials for Tanzanian use, the one through a comprehensive development of engineering curriculum leading to a new Tanzanian diploma, the other through participation in the work of Institute of Education panels for the revision of primary and secondary school syllabi.

J. British Council

This agency has three libraries which supplement the Tanzanian Library Service with material to aid teachers. Under the Hill Bounty scheme they have given £50 to £ 60 in library books to about 25 secondary schools in and around Dar es Salaam. They have also given an unspecified number of inexpensive standard texts to the University College. Periodicals amounting to £ 1200 have been given to secondary schools and teacher training colleges at all levels.

£4600 have been presented to the Library Services for the new central library building.

Language records and tapes produced by BBC have been supplied and an English language teaching officer is assisting in the work on the syllabus. Lectures are given on library use. The Council's library is mainly made up of material for reference use by teachers and students.

CHAPTER 6

RECOMMENDATIONS

The recommendations put forward in this chapter make use of the three main categories, or types, of book assistance developed in the Introduction -- first, books imported from the United States and elsewhere, including other African countries; second, translations and adaptations, for use in Tanzania, of books from the United States and elsewhere; and lastly, original works written and probably published in Tanzania, in Swahili and English.

Additionally, six major target areas have been set up, areas in which the three types of assistance all apply. The asterisk (*) indicates those projects that require most immediate program activity.

1. The newly trained Grade A teacher and the newly upgraded primary school teacher.	Possible Support
* (a) That a selection of books of professional reference value for the above teachers be made in the States by educators familiar with conditions in Tanzania, for submission to the Institute of Education panels.	AID Carnegie
(b) That the above teachers receive professional reference libraries for their own use of up to $100 in value, selected by the panels from the above titles submitted.	AID Carnegie
* (c) That assistance as necessary, including possibly the services of a consulting specialist for up to six months, be provided to the panels for developing a set of wall	AID Carnegie Unesco

pictures and posters to help the above teachers in the classroom, especially at the lower primary level.	
(d) That each of the above teachers be supplied with the set of pictures and posters developed above.	AID Carnegie Unesco
* (e) That a collection of U.S. science kits (such as are produced by ESI, Princeton, American Association of Science, Heath, Holt, Harcourt, McGraw-Hill, etc.) be [illegible] to the panels; and that the panels [illegible] program, of both available and new materials.	AID Nat. Acad. Ford
(f) That of the above teachers, those engaged in science instruction be supplied with the science kits developed by the panels.	AID
* (g) That a selection of books for classroom libraries of greatest value for teaching reading in the primary school be made in the States by educators familiar with conditions in Tanzania, for submission to the Institute of Education panels.	AID Carnegie Ford
(h) That each of the above teachers be supplied with a classroom library, of a value up to $200, selected by the panels from the titles submitted above.	AID Carnegie Ford
(i) That the schools to which the above materials are supplied be equipped with steel cabinets, the appropriate size and design of which to be determined by the Ministry	AID

of Education in Dar es Salaam in conjunction with the local USAID Mission.

2. Libraries

* (a) That, to strengthen school libraries at both the primary school level (where adequately supervised libraries exist) and the secondary level a committee of U.S. librarians with advice on conditions in Tanzania should make a selection of books for submission to the Institute of Education panels.	AID Carnegie Ford
(b) That collections of books as finally indicated by the panels should be made available to selected schools on a pilot basis.	AID Carnegie Ford
(c) That a selection of books from the titles submitted in (a) above be presented to the Tanganyika Central Library and to five up-country libraries.	AID Carnegie
* (d) That the Tanganyika Library Service be supplied with standard U.S. bibliographic tools (see Appendix).	AID
* (e) That the library of the Moshi Technical School be supplied with up to $4,000 in books to assist the school's shift from craft courses to those of a secondary technical school.	AID AFL-CIO
* (f) That the library of the National Community Development Center at Tengeru be strengthened by supplying up to $3,000 in books, selected by the Institute of Adult Education from titles submitted from the States.	AID

* (g) That the libraries of the Tengeru and Ukiriguru Agricultural Training Centers be strengthened by providing up to $3,000 in books for each, titles to be selected by the faculty of Morogoro Agricultural College in consultation with the two training centers.	AID U.S. farm organizations.
(h) That a substantial donation of U.S. books be made to the National Library of Tanzania when the Library is in a position to accept it.	AID
(i) That support of up to $5,000 in books, of an appropriate catalogue, and of an organizer for up to five months be provided for National Book Week in Nairobi in January or February of 1967, this support to match British support of books, catalogue, and exhibit space; the books to be donated to the Central Library or to the University College after the fair.	AID-USIA

3. Institute of Education Panels

*(a) That an editor be provided for Institute of Education panels one each in languages, history and geography and the sciences, for an initial term of two years in each case, to advise and assist on the preparation of new and adapted course materials, to conduct workshops, and to train and develop Tanzanians in writing skills; that this effort be backstopped by sample books for possible adaptation, support costs of workshops, released time for the writers (selected by Institute panels and Ministry of Education or	AID Ford Carnegie Unesco Govt. Tanzania

other appropriate ministry), salaries of writers given released time, rights, illustration and design costs, and printing costs for first edition.	
(b) That a program be launched to develop a current events magazine, partly in English and partly in Swahili (preferably different material in each), and prepared for the needs of secondary schools and of community development and similar centers throughout the country; that the three editors indicated in (a) above assist in the project, and that support costs for publication be provided for the first two years.	AID Industry (Xerox)
*(c) That development and publication costs for the educational psychology book currently being prepared at the Institute of Education be supported.	AID Carnegie Ford
*(d) That the development of new pedagogical materials integrating the teaching of content and method be supported either by recruiting and posting to the Institute a methods specialist with previous experience in this area or alternatively by providing assistance through the TEA Corps.	AID Carnegie Ford NEA
*(e) That, to strengthen the English-language skills of Grade A teachers (and later to other teachers and to primary school children), tape recorders, battery operated as necessary, be provided to the major teachers colleges; that support be provided to the Institute of Education panels, perhaps in assistance from tutors supplied by TEEA (Teacher	AID Ford Carnegie

Education for East Africa), to develop the necessary tapes.	
*(f) That an Education Writers' Workshop be supported in the United States during college vacation period, the summer of 1967, to test the feasibility of Tanzania students adapting and/or translating materials devised by the Ministry of Education and the panels.	AID U.S. Corporations

4. Institute of Adult Education and Community Development

*(a) That a selection of books from the United States and elsewhere designed for teaching English as a second language and to extend reading skills for adults, up to a value of $5,000, be assembled for presentation to the Institute of Adult Education.	AID Ford Unesco
(b) That the books submitted under (a) above be used as the basis for an effort to develop translations and adaptations; and that support be given to provide a writer-editor and an illustrator-designer (Sweden may pledge a writer and an editor), to obtain rights for books selected, and to mount workshops.	AID Ford Unesco
*(c) That the research division of the Institute be supported by providing a director for a study of rural reading habits and interests, for six months.	AID Ford Unesco
*(d) That the feasibility be explored of establishing within the Institute of Adult Education the experimental radio and correspondence course for in-service training of primary school teachers, since implications of the	AID

project for adult education are profound.

*(e) That a selection of books, from the United States and elsewhere, be submitted to the Institute of Adult Education for study and final decision for strengthening the residential training programs of the Community Development District Training Centers.	AID Ford Unesco
(f) That the titles selected under (e) above, up to a value of $1,000, be provided to each of the five Community Development District Training Centers.	AID Ford Unesco
*(g) That books be submitted to the Institute of Adult Education for final selection of a list particularly useful for the personal reference libraries of graduates of the Community Development Training Centers.	AID Ford Unesco
(h) That the list selected under (g) above, up to a value of $100, be provided to the graduates of Tengeru and Rungembe Community Development District Training Centers for the next four years.	AID Ford Unesco
*(i) That support be given to the Ministry of Community Development and the Institute of Adult Education in developing a community development training manual for use at the Tengeru and Rungemba Training Centers.	AID Ford
*(j) That books and materials be supplied to strengthen the library and program of Kivukoni College, selection to be made in consultation with the Kivukoni staff.	AID Ford

5. UWT Magazine

*(a) That, if Maendeleo ya Wawanake in Kenya is supported in its effort to establish a monthly women's magazine, consideration be given to extending to UWT the same help and training and to planning the two publications so as to use the same material as much as possible.	AID Industry (Xerox) Women's Africa Committee of the African American Institute

6. Publishing and Printing

(a) That training be supported both aboard and in Tanzania for individuals in publishing, printing, graphic design and illustration, distribution, etc.	AID Unesco West Germany Sweden U.K.
(b) That paper be provided for educational purposes through appropriate channels and under suitable safeguards to assist the government of Tanzania during the next several years to overcome the serious book gap, expand the supply of books in Tanzania's schools, and thereby also encourage the production of indigenous books and learning materials.	AID Unesco Scandinavia Canada

APPENDIX A

Significant enrollment figures in mainland Tanzania schools for the period 1962-1969 (Ministry of Education, Dar es Salaam). Enrollments for 1967-1969 are based on the Tanganyika Five-Year Development Plan, 1964-69. Note should be taken of the fact that estimates for Primary I and Primary V expansion from 1967 to 1969 depend on the availability of funds from Local Education Authority resources.

	1962	1963	1964	1965	1966	1967	1968	1969
Primary I	125,500	135,000	140,000	149,000	159,000	169,000	179,000	189,000
Primary IV	98,000	106,000	103,000	125,000	133,000	137,000	148,000	157,000
Primary V	26,700	40,400	43,600	53,400	58,000	61,400	63,100	65,000
Pupils completing primary education	13,730	17,042	20,348	P7: 15,716 P8: 28,610 44,326	P7: 33,575 P8: 18,176 51,751	P7: 53,483 P8: 13,740 67,223	58,000	61,400
Total number in primary schools	518,663	592,104	663,678	710,200	780,000	850,000	920,000	990,000
Form I	4,810	4,977	5,302	5,942	6,300	6,195	6,475	6,755
Form IV	1,950	2,839	3,630	4,558	4,806	5,355	5,705	5,915
Form VI	199	275	463	606	780	840	880	1,080
Total number in secondary schools	14,175	17,176	19,897	21,915	23,600	25,600	27,600	29,000
Entrance to U. of East Africa	95	130	178	360	400	480	504	528
Grade A Teacher Training -- 1st Year			310	600	720	840	1,200	1,500
Grade C Teacher Training Begin Two-Year Course			860	620	530	120	Discontinued	
University College B.A. and B.Sc. Teacher Preparation Program			50	130	188	200	200	200

APPENDIX B

TANGANYIKA STANDARD, Dar es Salaam
A.B. Nihill, Managing Director

This is a commercial newspaper and book printer with enlightened management attitudes, productive skills, and a good plant. The staff now includes 10 Asians (linotype operators, etc.), 10 Europeans (supervisors), and 160 Africans. The quality of their product is adequate, their price is competitive, and their operation appears efficient. In addition to producing the daily and Sunday newspaper (circulation: 13,500), The Standard also prints seven monthly magazines with circulations ranging from 7 to 28 thousand copies, and its book production averages two titles a week. Exact figures are not available but it probably produced 1,250,000 books and pamphlets last year.

Though their plant does both letterpress and offset work, it appears that offset is gaining favor and, in all likelihood, the letterpress operation will be gradually phased out. This is due largely to the success of cold type composition (Justowriter) and the installation of a three unit Goss Suburban web-offset press. Installed in November 1964, this press now prints the newspaper during the night shift and converts to book or magazine work during the day. Even with a new daily set-up, this press is capable of producing 375,000 impressions per week (an impression = a 96 page, one-color, 5¼ x 8¼ book) and can reach a speed of 18,000 impressions per hour.

A brief list of the Tanganyika Standard's equipment includes:

1. Newspaper and book machines:
   Goss Suburban web-offset press, 22 3/4" cut off.

2. Litho machines:
   Mann Fast Five, 2 color, 24 x 36 sheet size
   Solna 224, 2 color, 18 x 24
   Rotaprints, single color, 11 x 17

3. Letterpress machines:
   Albert Consul, single color, 31½ x 44
   Dawson, s.w.5, single color, 30 x 40
   Hiedelberg, single color, 21 x 30
   Miehle, single color, 12½ x 19
   Automatic and hand fed platens

4. Binding:
   Muller gatherer - stretcher with automatic feeders
   Auto-binder (for square-back glued work)
   Hydromat three-knife trimmer
   Folders, guillotines, etc.

TANZANIA LITHO LTD., Arusha
(formerly East African Printers Tanganyika, Ltd.)
Alan Dogan, General Manager

This plant, one of a group of printing establishments in East Africa founded by H.H. The Aga Khan, has been in operation only four months. It is attached to the Longmans warehouse and gives priority to Longmans work, though it does work for Oxford University Press and other publishers as well.

It is too soon to give an accurate indication of output. Inasmuch as the management is essentially from Kenya Litho Ltd., Nairobi, many of their employees have had previous experience in the Nairobi plant. It is reasonable to assume that the volume will reach one to two million units within a short time.

At present equipment includes:

1) Mann Fast Five, two color offset press, 24 x 36 sheet size
2) Two single color Solna Chief offset presses, 18 x 24 sheet size (ideal for producing quality color work at high speed)
3) Platemaking facilities for deep etch plates. (At the present time film positives are supplied by the publishers).
4) Universal folder, 25 x 40 sheet size
5) A thread sewing machine
6) A three-knife trimmer

MWANANCHI PUBLISHING CO., Dar es Salaam
D. Walker, plant manager

This government-sponsored newspaper and commercial printing plant, staffed 95% by Africans, was established in May, 1963 to provide a government voice (The Nationalist), and school books. So far this letterpress plant is operating at a loss. In 1965 its income was Sh. 1,500,00, its operational costs were Sh. 3,000,000. In 1966 it is estimated that the income will increase by Sh. 800,000.

The staff of approximately 125 appear inefficient and poorly trained. One estimate of efficiency was 40%. Poor work habits, inadequate equipment, lack of supervision, insufficient material, frequent mistakes, and insufficient coordination within and between departments are contributing factors to this situation. Major difficulties have come from the lack of forethought in anticipating needs, planning the production flow, and selecting and structuring the proper equipment to do the job. Because much of the equipment was received as gifts it was impossible to establish priorities and to make judicious selections. Many of the machines are old and worn and, therefore, costly to maintain and limited in output. Not only are there variations in capacities, operating conditions, and characteristics within the various production stages, but between them as well. This lack of balance makes it exceedingly difficult to establish and sustain an economical and orderly work flow. Even if the mechanical problems were solved, operational control would still be poor because there are not enough experienced supervisors to direct the work closely and conduct training properly.

Equipment for both the newspaper and commercial plants and its operating characteristics are:

1) Six linotype machines.
   (operating at about 50% of a normal output rate)
2) A new Ludlow head casting machine.
3) Hand composition equipment, including: a rule and slug cutter, a mitering machine, a manual cutter, and a galley proofing machine.
4) Photo engraving equipment, including: two cameras, two etching machines, a router, and a contact machine.
5) The printing equipment includes:
   - A) Three cylinder presses:
     - a) Poliograph, 28 x 32, 600 impressions per hour, 35 to 40 years old.
     - b) Two Victorias, 29 x 21 and 28 x 33, 1,500 - 2,000 impressions per hour, 3 years old.

B) Four Platen presses:

    a) Phoenix, hand-fed, impression area 18 x 20, 500 - 1,000 impressions per hour, over 50 years old.
    b) Victoria Poliograph, hand fed, 13 x 18, 500 - 1,000 impressions per hour, reconditioned to an equivalent, 15 - 20 years old.
    c) Heidelberg, automatic, 10 x 13, 800 - 1,200 impressions per hour, 35 - 40 years old.
    d) Grafopress, automatic, 10 x 13, 1,500 - 2,000 impressions per hour, new.

C) Two Rotary presses:

    a) one press of unknown age capable of 12 page runs.
    b) one new press capable of 32 page runs.

(Note) Among the cylinder presses, only two machines are reliable; similarly in the platen press group, the automatic machines perform the bulk of work. Among the rotaries, the old machines are used for training purposes and as a fill-in on break downs on the new machine. At the present time, the new machine runs less than one hour a day.

6) The binding equipment includes:

A) An automatic cutter, 42" knife.

B) A manual cutter, 32" knife

C) A Brenner folder. (Requires major overhaul)

D) A book sewing machine. (Requires major overhaul, not in operation.)

E) A stitching machine. (Lacks available parts.)

F) A perforator

MINISTRY OF AGRICULTURE PRINTERY, Dar es Salaam
Henry Hall, Manager

This small offset print shop was established two years ago and now produces about 200,000 units a month (16 pages 5¼ x8¼ or less). The equipment was provided by A.I.D. and their annual operating budget from the Ministry is Sh.80,000. Production in 1964 was: Miscellaneous material, 42,300; booklets (16pp), 139,876; and leaflets (4pp), 152,100.

On paper this appears to be a very successful venture and perhaps in some respects it is. There are several serious shortcomings in the operation, however. Chief among these is the fact that no one in the organization has had sufficient training. The shop is poorly organized and the material produced is of inferior quality. This does not mean to say that the staff has been less than conscientious. On the contrary, it appears that they are performing with exceptional zeal and dedication. Four of the Africans had the opportunity, through A.I.D., to receive a year's training in the United States. This training does not seem to have been of value under the present operating conditions, however. There have been accidents - three employees have lost fingers.

Paper, as it is presently supplied, comes in a size which is not cut for maximum economy. There is approximately 15% to 20%

waste in paper alone. Also, there are no replacement parts available for any of the American equipment.

A partial list of equipment includes:

- A small ATF offset press, 10 x 14 sheet size
- An English rotoprinter press, 18½ x 25
- A NuArc platemaker
- A small, non-vacuum type camera
- A two stage stapler
- A Challenge 22" cutter

VOLGA PRESS, SONI (Near Lushoto)
Peter Schmidt, Director

Founded in 1912, this press is one of the few printing plants to be located out of Dar es Salaam. According to the director, its location has a disadvantage in terms of paper costs and supply, but this is more than offset by the increased production from a more reliable labor force and by greater output because of relatively lower and more stable humidity than in Dar es Salaam.

The plant does letterpress work only in runs up to 50,000 copies. It manufactures its own hymn books, catechism lessons, and religious books in English, Swahili, and other African languages such as Kiluba. It also does some commercial printing and miscellaneous journals. The organization employs four supervisors, forty workers, and thirteen apprentices. It has maintained a training program for over two years for its typesetters, printers, and bookbinders. Of the first class of ten who finished in December, 1965, one half are now employed within the organization and one half are working elsewhere. The training program includes 1½ days per week in the classroom.

One of the plant's unique pieces of equipment is a composing machine called The Typographer. Invented by an American and manufactured in Germany, the machine is more simple and less expensive than the linotype. It sells for Sh. 40,000, the linotype for Sh. 100,000. It has a capacity about 80% that of the linotype.

APPENDIX C

ESTIMATED COSTS FOR UNESCO SCHOOL LIBRARY PROJECT IN TANZANIA BASED ON SERVICE TO PRIMARY SCHOOLS IN COAST REGION, AND TO SECONDARY SCHOOLS IN COAST REGION AND TANGA REGION.

	Year 1		Year 2		Year 3		Year 4	Year 5	
	Planning period --- Build up of exhibition collections & part circulating stock --- Purchase of shelving & equipment		Continued build up of book collections. --- Purchase of display van --- First year operation --- One trainee on course		Continued build-up of collections. --- 2nd year of operation --- Two trainees on course		3rd year of operation --- First trainee returns	4th year of operation --- First trainee becomes qualified --- Second trainee returns	NOTES.
CAPITAL	£	£	£	£	£	£			
Shelving, equipment vehicle		3,000		2,500					
Books: Exhibition	2,000		1,500		2,500				
Circulating	15,000	17,000	16,000	17,500	17,500	19,950			Based on average provision of 1,000 books per Primary & 3,500 per Secondary Schools
TOTALS		20,000		20,000		19,950	TOTAL CAPITAL £ 59,950		
RECURRENT									
Staff & training		4,800		5,300		6,000	6,700	5,900	Local costs only shown.
Allowances		1,500		1,500		1,500	1,500	700	
Running Expenses		600		1,000		1,100	1,200	1,300	
Passage Expenses		1,000		---		1,000	---	500	
Maintenance of bookstock		---		1,000		2,500	6,400	6,400	
TOTAL		7,900		8,800		12,100	15,800	14,800	TOTAL RECURRENT: £ 59,400
TOTAL, CAPITAL & RECURRENT		27,900		28,800		32,050	15,800	14,800	TOTAL COST: £119,350

APPENDIX D

TANGANYIKA LIBRARY SERVICE, 10 MARCH 1966

BIBLIOGRAPHIC AIDS FOR NATIONAL LIBRARY

1. Books:

A.L.A. Catalog. Chicago: American Library Association.

American Book Trade Directory. New York: R. R. Bowker Co.

American Library Directory. New York: R. R. Bowker Co.

Ayer Directory of Newspapers and Periodicals. Philadelphia: N. W. Ayer and Sons, Inc.

Bibliographical Index (2 vols.). New York: H. W. Wilson Co.

Children's Catalog (10th ed. 1961, with suppls. through 1965). New York: H. W. Wilson Co.

Cumulative Book Index (8 vols. 1938-1964). New York: H. W. Wilson Co.

Hoffman, Hester R., ed. Reader's Adviser and Bookman's Manual (10th ed.). New York: R. R. Bowker Co., 1964.

International Index: A Guide to Periodicals in the Social Sciences and Humanities (cumulative annually). New York: H. W. Wilson Co.

Kunitz, Stanley J., and Howard Haycraft, eds. American Authors: 1600-1900. New York: H. W. Wilson Co., 1938.

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_____. British Authors of the Nineteenth Century. New York: H. W. Wilson., 1936.

_____. Junior Book of Authors. New York: H. W. Wilson Co., 1951.

_____. *Twentieth Century Authors* (first supplem. by Stanley J. Kunitz). New York: H. W. Wilson Co., 1955.

Publishers' Trade List Annual (4 vols. rev. annually). New York: R. R. Bowker Co.

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Shores, Louis. *Basic Reference Sources*. Chicago: American Library Association.

Standard Catalog for High School Libraries (8th ed. 1962 with supplem. through 1967). New York: H. W. Wilson Co.

Standard Catalog for Public Libraries (4th ed. 1958; 1959-1963 vol. with supplems.). New York: H. W. Wilson Co.

Ulrich's International Periodicals Directory (10th ed.). New York: R. R. Bowker Co.

General Subject Requests:

American Library Association: Periodicals for small and medium-sized libraries.

Library of Congress: Current national bibliographies.

Library of Congress (General Reference and Bibliographical Division): Official publications of British East Africa (as many parts as published out of the projected 4 plus future vols.).

Out-of-Print Materials Requests:

Martin, Laura K. *Magazines for School Libraries*. New York: H. W. Wilson Co., 1950.

2. Journals:

Booklist and Subscription Books Bulletin: A Guide to Current Books. American Library Association.

Out-of-Print Materials Requests:

United States Quarterly Book Review. Library of Congress (not published since June 1956).

Professional Journals:

* A.L.A. Bulletin. Chicago: American Library Association.

American Documentation. Cleveland: School of Library Science, Western Reserve University.

College and Research Libraries. Chicago: American Library Association.

Library Journal. New York: R. R. Bowker Co.

Library Literature. New York: H. W. Wilson Co.

Library Quarterly: A Journal of Investigation and Discussion in the Field of Library Science. Chicago: University of Chicago Press.

Library Resources and Technical Services (continuing Journal of Cataloguing and Classification, which ceased publication in October 1956). American Library Association.

*Library Trends. Urbana, Illinois: University of Illinois Library School.

School Libraries. Chicago: American Library Association.

School Library Journal (formerly Junior Libraries). New York: R. R. Bowker Co.

Special Libraries. New York: Special Libraries Association.

Wilson Library Bulletin. New York: H. W. Wilson Co.

* If only a selection of titles can be supplied, please include these two.

Out-of-Print Materials Requests:

Public Libraries (ceased publication 1925; replaced by Libraries to 1931). American Library Association.

3. Professional Textbooks:

Becker, Joseph, and Robert M. Hayes. Information Storage and Retrieval. New York: John Wiley and Sons, Inc., 1963.

Bliss, Henry E., ed. Bibliographic Classification (4 vols.). New York: H. W. Wilson Co., 1952 and 1953.

Bowers, Fredson. Principles of Bibliographical Description. New York: Russell and Russell, Inc.

Carnovsky, Leon, ed. Medium-sized Public Library: Its Status and Future. Chicago: University of Chicago Press (27th Graduate Library School Conference).

Dewey, Melvil. Decimal Classification and Relative Index (17th ed. 2 vols.). Lake Placid Club, New York: Forest Press, Inc., 1965.

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Wilson, Louis R., and M. F. Tauber. University Library. New York: Columbia University Press, 1956.

Out-of-Print Materials Requests:

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Science-Technology Division. Technical Libraries: Their Organization and Management. New York: Special Libraries Association.

4. Miscellaneous:

Junod, Violaine I., and Idrian N. Resnick. Handbook of Africa. New York: Columbia University Press, 1956.

Kitchen, Helen, ed. The Press in Africa. Ruth Sloan Associates, 1956.

5. Special Bibliographical Aids:

Hall, G. K. Research Catalogue of the American Geographical Society. American Geographical Society.

_____. Catalogue of the Collection of Education in Tropical Areas. Institute of Education, University of London.

_____. Catalog of African Government Documents and Africa Area Index. Boston University Library.

_____. Catalog of the African Collection. Northwestern University Library.

_____. Library Catalog. School of Oriental and African Studies, University of London.

6. Titles Added by Tanzanian Team:

American Association for the Advancement of Science. Science Books for Children. Washington: A.A.A.S.

_____. Science Books for Young Adults. Washington: A.A.A.S.

Best Books for Children (rev. annually). New York: R. R. Bowker Co.

Mathes, Miriam S. comp. Basic Book Collection for Elementary Grades (7th ed.). Chicago: American Library Association.

Noonan, E. Basic Book Collection for High Schools (7th ed.). Chicago: American Library Association.

Publishers' Library Bindings in Print (3rd ed.). New York: R. R. Bowker Co., 1965.

Schick, Frank L. Paperbound Books in America. New York: R. R. Bowker Co.

Spengler, Margaret V. ed. Basic Book Collection for Junior High Schools (3rd ed.). Chicago: American Library Association.

Steckler, Phyllis. Textbooks in Print (rev. annually). New York: R. R. Bowker Co.

APPENDIX E

LIST OF INTERVIEWS FOR TANZANIA

Mr. F.K. Burengero	Principal Secretary, Education
Mr. J.A. Sawe	Chief Education Officer
Mr. A. Mwingira	Ministry of Education, Planning
Mr. M. Kinunda	Ministry of Education, Inspectorate
Mr. I.J. Mhaiki	Ministry of Education, Inspectorate
Mr. R. Hall	Ministry of Education, Inspectorate
Mr. P. Roe	Ministry of Education, Inspectorate
Mr. L. Bartner	Ministry of Education, Inspectorate
Mr. R. Mayagila	Ministry of Education, Statistics
Mr. J. Morris	Ministry of Education, Primary
Mr. J.M. Sarikobi	Ministry of Education, Schools Broadcasting
Mr. H. J. White	Ministry of Education, Inspectorate
Prof. R.C. Honeybone	University College, Director of Institute of Education
Dr. J. Rodgers	Institute of Education
Dr. L.V. Carmack	Institute of Education
Prof. W. Whiteley	Institute of Swahili Research at the University College
Prof. M. Mahood	University College
Dr. A. Beninatti	Institute of Education
Dr. Anderssen	University College
Dr. D. Martin	University College
Dr. E. Klingelhofer	University College
Dr. H. Holdsworth	University College

Dr. A. Rweymamu	University College
Dr. H. Smith	University College
Mr. R. Mwajombe	University College
Mr. D. Beatie	University College
Mr. S. Butterfield	Director, USAID
Mr. J. Hammon	USAID Program Officer
Dr. W. Niblo	USAID Education Officer
Mr. D. Shear	USAID Assist. Program Officer
Mr. J. Garney	USAID Executive Officer
Mr. B. Faulkner	USAID Community Development Officer
Mr. H. Roberts	USAID Training Officer
Mr. M. Belcher	Chief of Party, California State Polytechnic Project at DSM Technical College
Dr. Paul Kelly	Chief of Party, West Virginia U. Agricultural Project
Mr. N. Hammon	Deputy Director, Peace Corps
Mr. A. Raitt	Technical College, DSM
Mr. J. Pillei	Technical College, DSM
Mr. B.B. Balsula	Unified Teaching Service
Mr. Schonover	USIS Cultural Affairs Officer
Mr. Patel	Kanti Printing Works, DSM
Mr. H. Hall	Ministry of Agricultural Printery
Thakers Printing Company	
Mr. D. Walker	Mwananchi Publishing Company, Manager
Mr. Nibill	Managing Director, Tanganyika Standard
Mr. P. Schmidt	Manager, Vuga Press, Soni
Mr. MacCauley	Foreman, Tanzania Litho Ltd.

Mr. A. Dogan	Manager, Tanzania Litho Ltd.
Mr. D.F. Clyde	Deputy Chief Medical Officer
Mr. A.H. Mwaipungu	Warden, Hamdeni District Training Center
Mr. I. Eline Winga	Headmaster, Mawengi Secondary School
Mr. D.M. Shah	Mawengi Secondary School, Moshi
Mrs. I. Elinewinga	Mawengi Secondary School, Moshi
Mr. J. Rwechingura	Regional Educational Officer, Tanga
Miss Z. Lwano	Headmistress, Tanga Girls Primary School
Mr. C.O. Milinga	Regional Community Development Officer, Tanga
Mr. C. Baxter	Principal, Moshi Technical School
Mr. F.C. Maongezi	Regional Community Development Officer, Arusha
Mr. G. Mkwawa	Principal, Tengeru Community Development Training Center
Mr. R.M. Sinjewile	Tengeru Community Development Training C.
Mr. G. Chumvi	Tengeru Community Development Training C.
Mother Mary Edmond	Headmistress, Assumta College
Mr. O. Makami	Headmaster, Gallanos Secondary School
Mr. J. Pendaili	Headmaster, Tanga Secondary School
Mr. P. Bertelson	Institute of Adult Education DSM
Mr. J. Kuhanga, M. P.	Institute of Adult Education
Miss R. Perry	Institute of Adult Education
Mrs. R. Thomas	Institute of Adult Education
Mrs. I. Widstrand	Institute of Adult Education
Mr. J. Elridge	African American Institute, DSM
Mrs. R. Martz	African American Institute, DSM
Rev. A. Smore	Education Secretary General, Tanzania, Episcopal Conference

Miss G. McKittrick	UNESCO, DSM
Mr. C. Mate	UNESCO, Director for Tanzania
Dr. E. Palmeri	Teachers College, DSM
Mrs. M. Tizzard	Tanzania Library Service, DSM
Mr. T. Flubes	Dar es Salaam Bookshop
Mr. Schroeder	Cathedral Bookshop, DSM
Mr. Haji	Tanganyika Standard Bookshop
Mrs. J. Tesha	Umoja wa Wanawake
Mr. M. Jones	British Council
Mr. P. Sozigwe	Principal Secretary, Ministry of Information
Mr. R. Mwanjisi	Managing Director, Mwananchi Publishing and Printing Co.
Mr. J. Ali	East African Literature Bureau
Mr. C. Tunganaga	National Union of Tanzania Workers
Mr. T. S. Samjela	Tanzania African Parents Association
Mr. N. Maro	General Secretary, Christian Council of Tanzania
Mr. F. Mchauru	Acting Chief Community Development Officer
Mr. J. Rutashobya	Adult Education Organiser, Ministry of Community Development
Mr. A. Mynah	Book Production Officer, Ministry of Community Development
Mr. M. Broome	Director, Tanzania Library Service
Mr. D. Brewin	Deputy Director of Training, Ministry of Agriculture
Dr. C. Cunningham	Principal, Kivukoni College

APPENDIX F

IMPORTS AND EXPORTS OF BOOKS

Below are figures for 1964, the most recent year for which data are available, showing value of imports of books into Tanzania and from what countries of origin, and value of exports of books from Tanzania and to what countries:

Imports, 1964

Books and Pamphlets	Value in £
United Kingdom	180735
United Kingdom (Govt)	4795
Aden	190
Australia	65
Canada	387
Canada (Govt)	680
Hong Kong	8
India	4522
Malaysia	732
New Zealand (Govt)	25
Pakistan	273
Southern Rhodesia	226
Zanzibar	50
Belgium	17
Belgium (Govt)	9
China (Mainland)	17
Czechoslovakia	7

Exports, 1964

Books and Pamphlets	Value in £
United Kingdom	44
Australia	11
Southern Rhodesia	196
Zambia	196
Burundi	87
Eire	211
U.S.A.	280
TOTAL	829

Imports (Continued)

Denmark	1
Egypt	267
Ethiopia	
France	131
East Germany	115
West Germany	6702
West Germany (Govt)	6
Hungary	22
Italy	222
Japan	156
Netherlands	242
Norway	10
Poland	177
Sweden	13
Switzerland	1090
U.S.A.	12066
U.S.A. (Govt)	8084
TOTAL	222002

Imports, 1964

Newspapers & Periodicals

	Value in £
United Kingdom	26903
Australia	1
India	135
Belgium	4

Exports, 1964

Newspapers & Periodicals

Value in £

None

Imports (Continued)

Denmark	10
France	11975
West Germany	111
West Germany (Govt)	60
Japan	1
Sweden	1
Switzerland	50
U.S.A.	15461
Miscellaneous Parcel Post	76787
TOTAL	131499

In addition here are figures for 1963 for intercountry shipments of books within East Africa:

	Books (Value in £)	Newspapers and Periodicals
Tanzania-Kenya	3118	14
Tanzania-Uganda	1041	0
Kenya-Tanzania	10259	11481
Uganda-Tanzania	656	0

APPENDIX G

TANZANIA BIBLIOGRAPHY

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Benjamin, Curtis G., *Books for Needy Students in Developing Nations*, Address given before the National Association for Foreign Student Affairs, 17th Annual Conference, Philadelphia, April 27-May 1, 1965.

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Coleman, James S., Ed., *Education and Political Development*, Princeton, 1965.

Larsen, Knud, *Libraries and Library Training in East Africa*.

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